DOCUMENT RESUME

ED 222 720 CE 034 179

TITLE	Prevocational Exploration Communications and Media. Competency-Based Curriculum.
INSTITUTION	Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	Sep 82
NOTE	456p.
AVAILABLE FROM	West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Broadcast Industry; Career Education; *Career Exploration; *Communications; Competency Based Education; Design; Instructional Materials; Junior High Schools; Learning Activities; Mass Media; Occupational Clusters; *Occupational Information; *Prevocational Education; Publishing Industry; Radio; Secondary Education; Telecommunications; Telephone Communications Systems; Television; *Visual Arts; Vocational Education
IDENTIFIERS	Telegraphy; West Virginia

ABSTRACT

This competency-based communications and media-cluster curriculum is designed for use by teachers and students at the early high school level during the exploration of a variety of occupations. The purpose of the materials is to assist students in assessing whether or not they would like to prepare for these kinds of occupations. The curriculum consists of 45 units for 45 hours of classroom instruction. Each of the 43 job titles covered follow this format: career information (job title, duties, where employed, employment outlook, education and training, special qualifications, earnings, working conditions); business and office occupations (occupational cluster, occupational family, representative job titles, occupational task, occupational competency); needed resources and materials; a list of learning objectives; a list of learning activities; and evaluation procedures, student information sheets, and worksheets. Unit 1, the introduction, and unit 45, a review of occupational titles, do not include career information. The job titles are organized into four units: audiovisual (graphic designer, illustrator, photojournalist, sign painter), publishing (bookbinder, critic, layout artist, lithographic plate-maker, newswriter, reporter), radio and television (announcer, director-news, engineer-in-charge, transmitter, field engineer, producer, video operator), and telephone telegraph (cable splicer, line installer, telephone operator). Fifteen of the job titles are suggested for inclusion in a core curriculum. (YLB)

ED222720

Competency-Based Curriculum

for

PREVOCATIONAL EXPLORATION

COMMUNICATIONS AND MEDIA

Prepared by

Department of Occupational, Adult,
and Safety Education
Marshall University
Huntington, West Virginia 25701

Produced at

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271

by

Fred Harrington
Curriculum Coordinator

Larry Froehlich
Curriculum Specialist

Mary Sue Skeen
Secretary

Darren Tarr
Production Manager

Julie Tucker
Librarian

This curriculum was developed through the cooperation and support of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education, Charleston, West Virginia.

CE 034 179

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based Prevocational Exploration Communications and Media curriculum was developed under contract for West Virginia. The effort was coordinated by staff of the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.

This document is organized into four units; audio-visual, publishing, radio and television and telephone and telegraph. The units and the job titles are listed in the Table of Contents.

The competency based Prevocational Exploration Communications and Media curriculum was disseminated to West Virginia career education instructors at inservices conducted in the fall and winter of 1982. Additional copies of this curriculum are available from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: (304) 372-8673 or
Toll-free 1-800-642-2670 (in-state)

We trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette
Clarence E. Burdette
Assistant State Superintendent of Schools

FOREWORD

Students at the early high school level lack first-hand knowledge of the world of work; therefore, they need experience which will supply this knowledge both directly and vicariously. Through a variety of classroom activities, students can be provided opportunities to self-appraise their emerging potentials, build self-assurance into a developing personality, and learn more about specific occupations.

This Communications and Media Cluster curriculum has been designed, written, and organized to facilitate use by teachers and students during the exploration of a variety of occupations. These experimental learning pacs were selected as a sampling of the competencies demonstrated by workers presently employed in communications and media occupations. The intent of the learning pacs is to assist students in assessing whether or not they would like to prepare themselves for these kinds of occupations.

The Bureau of Vocational, Technical, and Adult Education has cooperated with Marshall University by providing assistance in the development of this project. These materials were developed by nine teachers representing seven counties in West Virginia and two prevocational exploration staff members from the Department of Occupational, Adult, and Safety Education at Marshall University.

Clara Reese, Ed.D.
Project Director

ACKNOWLEDGMENTS

Special acknowledgment is extended to the following individuals who made contributions in the development of the Communications and Media Cluster curriculum.

Heather Blatt
Substitute Teacher
Dunbar, West Virginia

Jean Burton
Business Education and Prevocational Exploration Teacher
Flemington High School
Flemington, West Virginia

Sally Francis
Substitute Teacher
Ravenswood, West Virginia

Cay Hoh
Social Studies and Prevocational Exploration Teacher
Hayes Junior High School
St. Albans, West Virginia

Phyllis Linville
Business Education and Prevocational Exploration Teacher
Kermit High School
Kermit, West Virginia

Sharon Roberts
Business Education Teacher
Nicholas County High School
Summersville, West Virginia

Linda Taylor
Business Education Teacher
Nicholas County High School
Summersville, West Virginia

Donnette Terry
Home Economics and Prevocational Exploration Teacher
Midland Trail High School
Hico, West Virginia

Elaine Wilson
Business Education and Prevocational Exploration Teacher
South Charleston Junior High School
South Charleston, West Virginia

Dr. Clara Reese
Project Director
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, West Virginia

Roberta Chenoweth
Administrative Assistant
Department of Occupational, Adult, and Safety Education
Marshall University
Huntington, West Virginia

Robert Martin
Coordinator Career Education
Bureau of Vocational, Technical, and Adult Education
West Virginia Department of Education
Charleston, West Virginia

Debbie Basham
Typist
Huntington, West Virginia

Debbie Kiser
Artist
Dunbar, West Virginia

Richard Ruddle
Art Teacher
East Hardy High School
Baker, West Virginia

Sincere appreciation is extended to the following individuals who made contributions in a consulting capacity.

Joseph J. Ball
West Virginia Telephone Company
Worthington, West Virginia

Pat Ball
1902 Rolling Hills Place
Charleston, West Virginia

Maywood E. Ellifritt
C&P Telephone Company
Clarksburg, West Virginia

Brooks Groves, Cable Splicer
C&P Telephone Company
Summersville, West Virginia

Zella Halstead
Beckley Newspapers
Newspaper In Education
Beckley, West Virginia

Linda Holyfield
WBOY Television
Clarksburg, West Virginia

Selby Leskowitz
Selby's Signs
Clarksburg, West Virginia

Homer Marcum, Editor
The Martin Countian
Inez, Kentucky

Don Marsh, Editor
The Charleston Gazette
Charleston, West Virginia

Jim Martin
WOAY Television Station
Oak Hill, West Virginia

John M. Peck, Sales Manager
WCHS - TV Channel 8
Charleston, West Virginia

Mickey Plumley
C&P Telephone Company
Charleston, West Virginia

Roger Pryor
Mid-Allegheny Films
Mt. Nebo, West Virginia

Sandy Steinhilber
WHAR - WVHF
Clarksburg, West Virginia

George Strange
WOAY Television Station
Oak Hill, West Virginia

Desmond Thomas
WVAR Radio Station
Richwood, West Virginia

Tom Tyler
C&P Telephone Company
Charleston, West Virginia

Debbie Valentine
French and Spanish Teacher
Nicholas County High School
Summersville, West Virginia

Betsy Wagman
WHAR - WVHF
Clarksburg, West Virginia

Greg Walsh
WHAR - WVHF
Clarksburg, West Virginia

Wally Warden, Editor
Williamson Daily News
Williamson, West Virginia

Don Watkins
WOAY Television Station
Oak Hill, West Virginia

Donn West, General Manager
Executive Vice President
WCEF Radio Station
Ripley, West Virginia

Joan Baker Young
1621 Smith Road
Charleston, West Virginia

Core Curriculum Identification

From forty five hours of planned classroom instruction, fifteen hours have been identified as a core curriculum. Units comprising the core curriculum were determined by the persons who made contributions of materials and assisted in the development of this curriculum.

The following units have been identified as core curriculum for the Communications and Media Cluster. All students participating within the Business Occupations Laboratory should gain an awareness of the information in these units.

COMMUNICATIONS AND MEDIA CLUSTER CORE CURRICULUM

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Critic 92

Layout Artist 130

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Reporter 166

Announcer 176

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Engineer-In-Charge Transmitter 245

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Video Operator 328

Cable Splicer 351

Line Installer 391

Telephone Operator 408

NOTE: A student survey instrument is available to measure the effectiveness of the identified core curriculum. For additional information regarding the survey contact the prevocational exploration staff in the Occupational, Adult and Safety Education Department at Marshall University.

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BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILIES:

and

REPRESENTATIVE JOB TITLES:

A. Publishing
   1. Reporter
   2. Layout Artist

B. Telephone and Telegraph
   1. Cable Splicer
   2. Telephone Operator

C. Radio and Television
   1. Announcer
   2. Producer

D. Audio-Visual
   1. Photojournalist
   2. Sign Painter

OCCUPATIONAL TASK: Exploring occupations in Communications and Media

OCCUPATIONAL COMPETENCY: Understanding the importance of communication

RESOURCES and/or MATERIALS

1. Worksheets A, B, C, and D
2. Pen or Pencil

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Demonstrate a knowledge of signs and gestures.
2. Explain the purpose of communication in our society.

LEARNING ACTIVITIES

1. Take part in a pretend situation: "Pretend that today you will hear nothing, see nothing, read nothing, and write nothing. What will the world around you be like?"

2. Complete Worksheet A on communicating by gestures. Think of some gestures of your own that you can do before the class and have them guess what is being communicated.

3. Refer to Worksheet B and contribute to a class discussion on the purposes of communication.

4. An underlying principle of communication and media is Sender ⟶ Message ⟶ Receiver. See if you can identify the sender, the message, and the receiver in each of the six situations on Worksheets C and D.

EVALUATION PROCEDURES

Your evaluation will consist of:

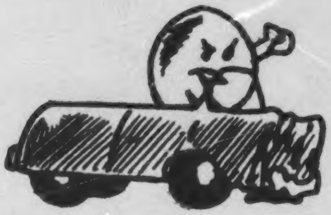
1. Participating in class activities.

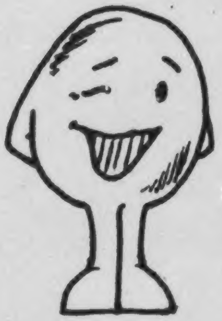
2. Completing Worksheets A, B, C, and D.

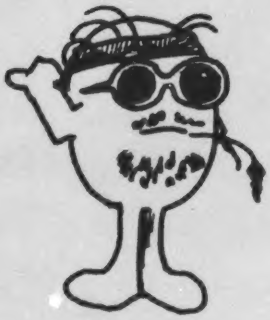
WHY DO WE COMMUNICATE?!?

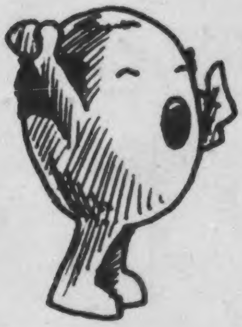
WORKSHEET A

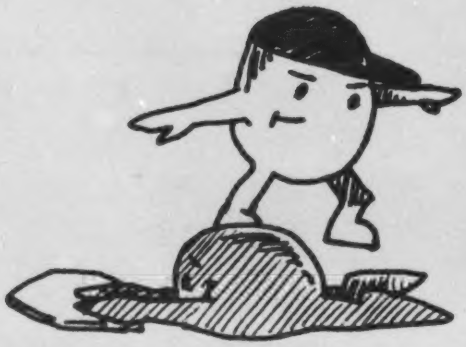
A person can say things without actually speaking. This can be done by using gestures or facial expressions or both. Below are pictures of persons saying things without speaking. In the blank below each picture, write what message you think is being communicated.











WORKSHEET B

Identify the purposes of the following communications as to information, news, idea, or entertainment. One statement may be using two forms of communication. For example, in the first case the purposes could be "information" and "news".

A. A hurricane is heading toward your state.
B. You need some advice concerning a complexion problem.
C. Men are now rocketing toward the moon.
D. Your cousin left home this morning to join the army.
E. A football player breaks the record for most field goal completions.
F. A new business will open its doors in a shopping center near your home.
G. The new TV show begins next week.
H. You plan to buy a new gown for the school prom.
I. You have thought of a new and helpful idea.
J. Your family is buying a new car.
K. The First Lady attended the Royal Wedding.

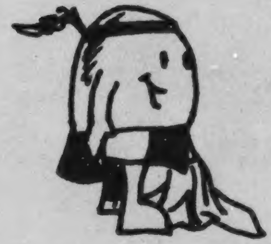
PURPOSES OF COMMUNICATIONS

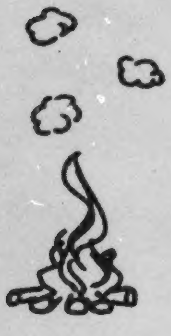
DIRECTIONS: Below are the four major purposes of communication. Under each heading list at least two personal experiences that happened yesterday or today.

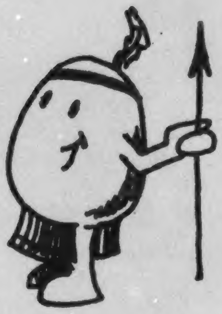
INFORMATION	NEWS	IDEAS	ENTERTAINMENT

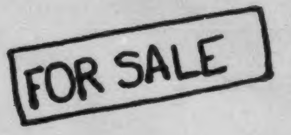
WORKSHEET C

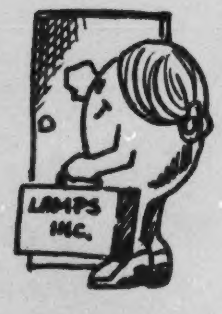
PRINCIPLE OF COMMUNICATION AND MEDIA

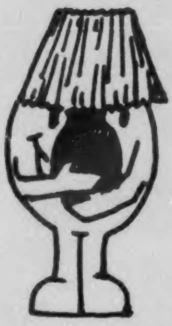


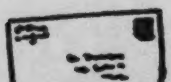


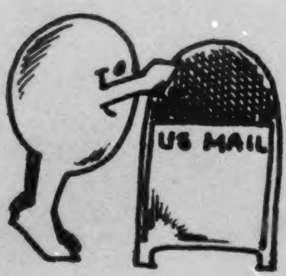


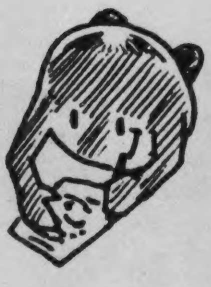






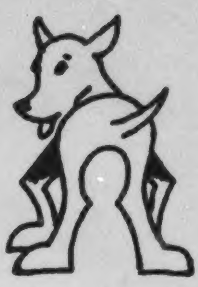


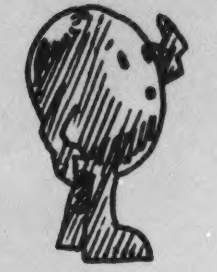


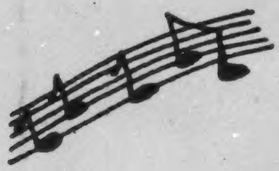


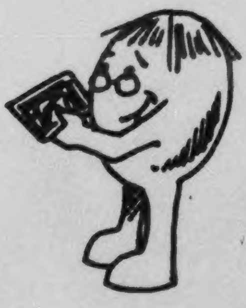
WORKSHEET D

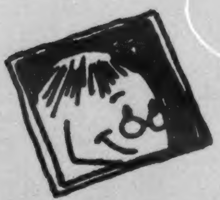
PRINCIPLE OF COMMUNICATION AND MEDIA

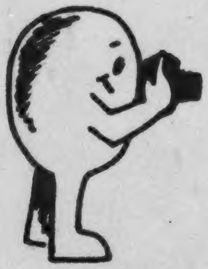


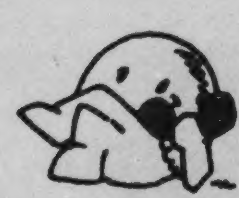


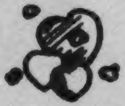


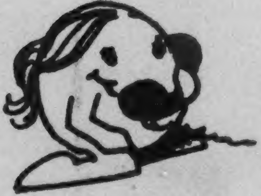












CAREER INFORMATION

JOB TITLE: Audiovisual Production Specialist **DOT CODE:** 149.061-010

DUTIES: An audiovisual production specialist plans and produces audio, visual, and audiovisual material for communication, information, training, and learning purposes; develops production ideas based on assignment or generates his/her own ideas based on objectives and personal interests. S/he conducts research or utilizes knowledge and training to determine format, approach, content, level and media which will be most effective, meet objectives, and remain within budget restrictions. S/he plans and develops, or directs assistants to develop, preproduction ideas into outlines, scripts, continuity, story boards, and graphics. The audiovisual production specialist executes rough and finished graphics and graphic designs or directs assistants to execute them; locates and secures settings, properties, effects and other production necessities. S/he directs and coordinates activities of assistants and other productions personnel during production. S/he may review, evaluate and direct changes and modifications to material produced independently by other personnel. They set up, adjust, and operate equipment, such as cameras, sound misers, and announcements. S/he may construct and position in place properties, sets, lighting manuals, texts, workbooks, or related materials for use in conjunction with production materials. The audiovisual production specialist conducts training sessions on selection, use, and design of audiovisual materials and operation of presentation equipment.

WHERE EMPLOYED: Employment for audiovisual production specialists exists mostly in television stations.

EMPLOYMENT OUTLOOK: Employment in this industry is expected to increase moderately. Besides the job openings from growth, many openings may result from the need to replace experienced workers who retire, die, or leave the industry for other reasons.

EDUCATION AND TRAINING: Education beyond high school is an asset in terms of career potential and advancement, especially technical training or college degree. While employers closely examine the educational qualifications of applicants, experience remains the key to success in this highly competitive industry.

SPECIAL QUALIFICATIONS: Many television station managers consider training in a private trade or technical school helpful for people interested in careers in audiovisual production.

EARNINGS: Audiovisual production specialists may realize large benefits from profits on films annually.

WORKING CONDITIONS: Workers in this industry generally function in clean, comfortable surroundings. While the industry is reputed for its high-pressure, even frantic atmosphere, the work is not hazardous, as a rule. The rate of occupational illness and injury in broadcasting is much lower than the average for all industries.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Audiovisual Production Specialist	149.061-010
Illustrator	141.061.022
Graphic Designer	141.061.018

OCCUPATIONAL TASK: Exploring the job of audiovisual production specialist

OCCUPATIONAL COMPETENCY: Discussing and working up the schedule of a day's programming for a television station

RESOURCES and/or MATERIALS

1. TV Guide
2. Local weekly television schedules
3. Home Box Office and the movie channel schedule
4. Career Information sheet
5. Worksheet A

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of the audiovisual production specialist.
2. Evaluate yourself as a possible audiovisual production specialist.
3. Participate in activities to determine whether the job is suited to the student's future career plans.

LEARNING ACTIVITIES

1. Read the Career Information Sheet and Worksheet A.
2. Study some of the TV schedules that appear in your local newspaper. Compare different channels. Notice how they differ.
3. Plan one day's programs for WMTHS (hour school's initials) paying attention to types of programs and times that they are scheduled.
4. Plan a set for a talk show (either on graph paper or out of scrap materials: shadowbox)

EVALUATION

Upon completion of the learning activities, your evaluation will consist of:

1. Completing learning activities.
2. Submitting schedule of programs.
3. Constructing a shadowbox set or drawing a set on paper.

WORKSHEET A

Plan a program for broadcasting from 6:00 p.m. to 11 p.m. for Monday through Friday. Keep in mind that other television stations are competing for the same audience that your station is. In planning your program, consider the age brackets of the people that may be watching TV during this designated time.

Using current TV schedules from local newspapers and/or magazines, develop a five-day, five-hour program similar to the following format.

Monday

6:00 - National News
7:00 - Tic Tac Dough
7:30 - Family Feud
8:00 - Monday Night Movie
8:30 -
9:00 -
9:30 -
10:00 - News Break
10:30 -
11:00 -

CAREER INFORMATION

JOB TITLE: Graphic Designer **DOT CODE:** 141.061-018

DUTIES:

A graphic designer designs art and copy layouts for material to be presented by visual communications media, such as books, magazines, newspapers, television, and packaging: s/he studies illustrations and photographs to plan presentations of a material, product, or service. The designer determines size and arrangement of illustrative material and copy, selects style and size of type, and arranges layout based upon available space and knowledge of layout principles. S/he draws samples of finished layout and presents to the art director for approval. Other duties include reviewing final layout and suggesting improvements as needed, preparing rough sketches of material according to instructions of the client or supervisor, and marking up, pasting up, and assembling final layouts in preparation of layouts for the printer.

WHERE EMPLOYED:

Employment opportunities exist in design firms. They work independently with the firm's clients or serve as assistants to senior designers. Others work as members of design teams. The graphic designer may work for a publishing company, advertising company, or for a design studio.

EMPLOYMENT OUTLOOK:

The outlook for graphic art work is expected to increase because of opportunities in advertising, television, magazines, newspapers, and/or clothing.

EDUCATION AND TRAINING:

For a career in the fine arts, a broad liberal arts education is the best foundation. In high school, it is wise to take a college preparatory course, adding all the available art classes which can be arranged. A good way to learn is to get on-the-job experience.

SPECIAL QUALIFICATIONS: Talent and a desire to be an artist are the primary qualifications for all intended artists. All artists and designers should have creative imagination, good taste, and judgment. Obviously, the designer must have manual dexterity and a high degree of hand-and-eye coordination. S/he also must have the capacity of working independently.

EARNINGS AND ADDITIONAL BENEFITS: A beginning graphic designer can make approximately $10,000 a year. A mature and successful designer may earn approximately $10,000 to $20,000 a year.

WORKING CONDITIONS/ LIFESTYLE: A graphic artist should be able to accept constructive criticism from professionals. S/he should have the capacity for working independently and work extra hours, if necessary, to meet specific deadlines. Sometimes an artist may experience some dissatisfaction before any recognition of accomplishment is realized.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Graphic Designer	141.061-018
Illustrator	141.061-022
Commercial Designer	141.081-014

OCCUPATIONAL TASK: Designing Monograms

OCCUPATIONAL COMPETENCY: Putting initials together to make monograms

I ONLY HAVE ONE INITIAL BECAUSE I ONLY HAVE ONE NAME. WHAT WILL I DO?

RESOURCES and/or MATERIALS

1. Information Sheet A "Monograms"
2. Information Sheet B "Old English Script"
3. Information Sheet C "Bernhard Cursive Bold"
4. Information Sheet D "Roman Letters"
5. Worksheets A, B, and C
6. Pencil

7. Eraser
8. Ruler
9. Magic Markers
10. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Draw different types of monograms
2. Determine which style suits you.

LEARNING ACTIVITIES

1. Read Information Sheet A.
2. Study Information Sheets B, C, and D.
3. Complete Worksheets A, B, and C.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Turning in completed Worksheets A, B, and C.
2. Completing the Student Attitude Sheet.

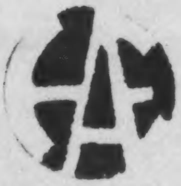
INFORMATION SHEET A

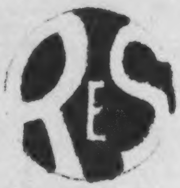
MONOGRAMS

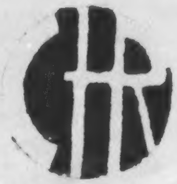
Creating monograms is always exciting and it is somewhat of a challenge to your ability as a designer.

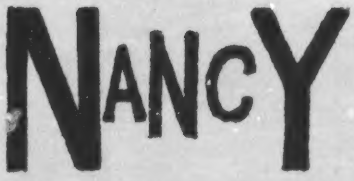
Draw several rough sketches on scrap paper until you create a design that suits you best. Then, still using the scrap paper, make a pencil outline of the monogram. Blacken the back of the paper with a pencil, then place it right side up on your paper and hold it in place. Go over your design with a pencil and you will have a transfer.

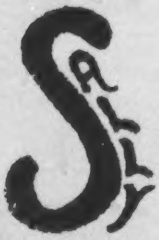
A few arrangements have been shown below, but you will notice that they all fit together. A monogram must never be so complicated that it is unreadable.

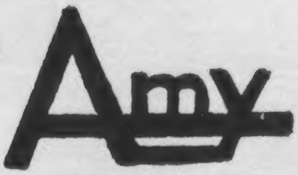


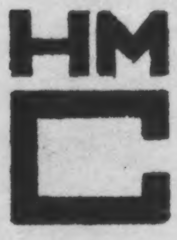


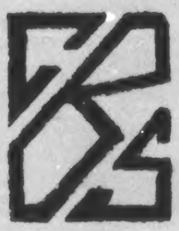


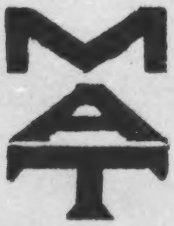


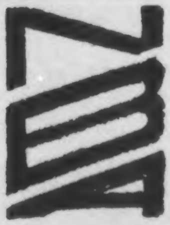


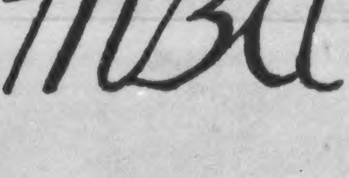


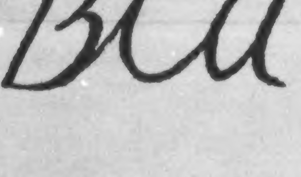


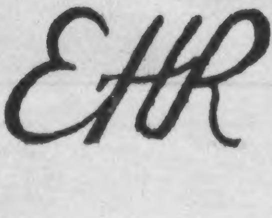






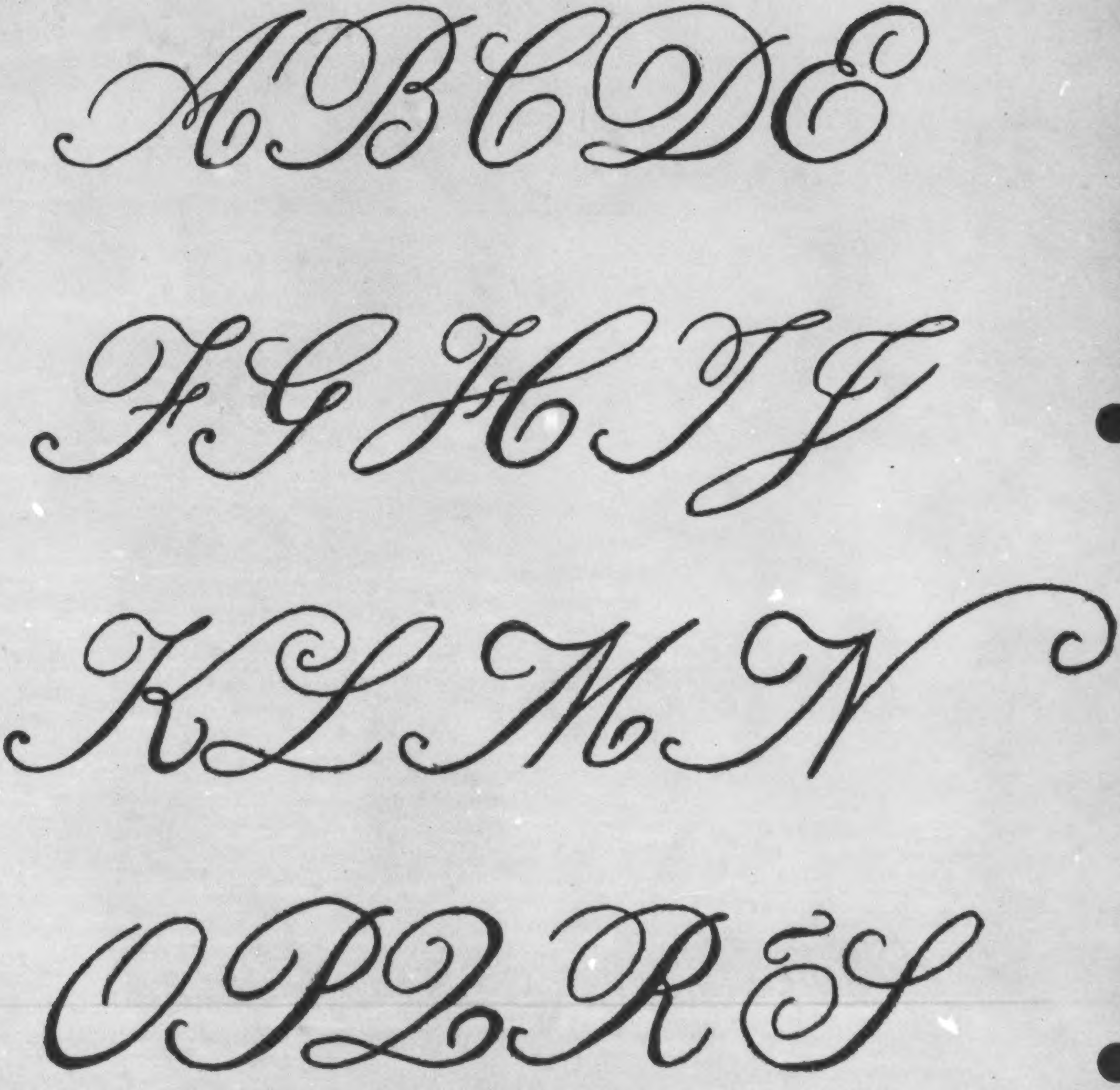






INFORMATION SHEET B

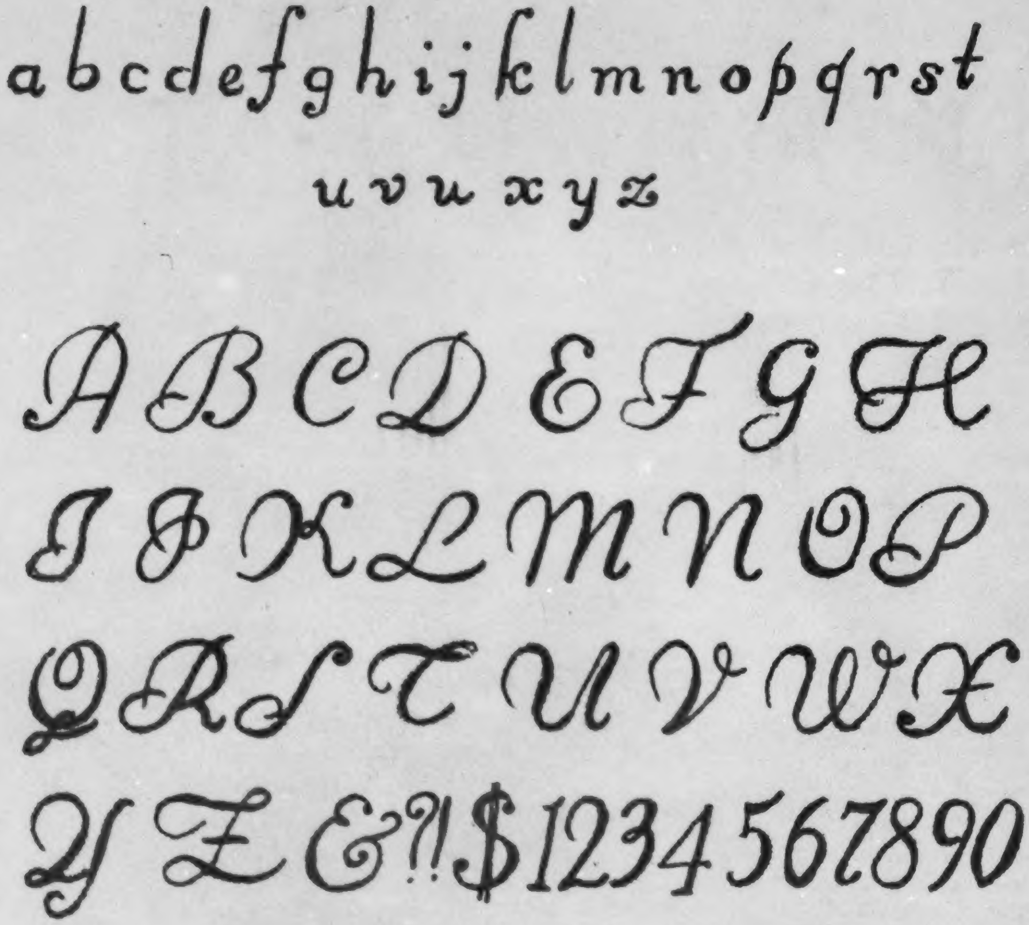
"OLD ENGLISH" SCRIPT


A B C D E
F G H I J
K L M N
O P Q R S

INFORMATION SHEET C

"BERNHARD CURSIVE BOLD"

This letter is used for newspaper or magazine advertising.


a b c d e f g h i j k l m n o p q r s t
u v u x y z
A B C D E F G H
I J K L M N O P
Q R S T U V W X
Y Z & ? ! $ 1 2 3 4 5 6 7 8 9 0

INFORMATION SHEET D

"ROMAN LETTERS"

AaBbCcDdEe
FfGgHhIiJjKk
LlMmNnOoPp
QqRrSsTtUu
VvWwXxYyZz

WORKSHEET A

DESIGN A MONOGRAM

1. Choose one of the styles that appeals to you.
2. Use the initial letters of your name and combine them in three different ways. You may trace them from the information sheets.

The style that appeals to you is ______________________________

The initial letters of your name are __________________________

Using the space below, combine the initial letters of your name in three different ways.

WORKSHEET B

FRAMED MONOGRAM

1. Using the initials for a club or an organization, such as FBLA, FHA, FFA, design a monogram that has a frame around it. (For example, a circle, diamond, square, etc.).

The initials being used are ______________________________

The style being used is __________________________________

Using the space below, design a monogram that has a frame around it.

WORKSHEET C

SCHOOL INITIALS

1. Using the initials for a job title, such as D.D.S., Ph.D., C.P.A., C.P.S., combine them into a monogram. This does not have to have a frame around it.

The job title initials are ______________________________

Style being used is ____________________________________

Using the space below, design a monogram that has the school initials in it.

Name ____________________

Occupational Cluster Communications and Media - Audio-Visual

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Drawing Monograms					
Designing Monograms					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION

JOB TITLE: Illustrator DOT CODE: 141.061-022

DUTIES:	Illustrators draw or paint pictures to explain or adorn the written or spoken word. They may select type, draw lettering, lay out material, or perform related duties. They may prepare visual layouts for motion picture production and television programing.
WHERE EMPLOYED:	Employment opportunities are better in large cities where more industry is located. An illustrator may find work in any business involved in the printing and publishing of newspapers, magazines, books, cards, and advertising materials. Employment is also available in the television or motion picture industry.
EMPLOYMENT OUTLOOK:	The job market for beginning workers looks good. Competition in industry is keen, but with the high turnover of employees at the lower levels, there is a steady demand for new talent.
EDUCATION AND TRAINING:	Most employers require some schooling beyond a high school diploma. Art schools and institutions that offer specialized art courses are helpful to the aspiring illustrator or commercial artist.
SPECIAL QUALIFICATIONS:	Illustrators must pay close attention to detail and should have both artistic talent and creative ability. They should be patient and willing to see a job through to the end.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings vary according to the years of experience, but are generally good for experienced workers.

WORKING CONDITIONS/ LIFESTYLE:

An illustrator may work alone or with others. Work areas are usually well-lighted and comfortable. The work week is normally 35 to 40 hours, but may be longer if there is a deadline to be met.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Illustrator	141.061-022
Fashion Artist	141.061-014
Set Illustrator	141.061-030
Graphic Designer	141.061.018

OCCUPATIONAL TASK: Exploring the occupation of illustrator

OCCUPATIONAL COMPETENCY: Understanding the work of an illustrator

RESOURCES and/or MATERIALS

1. Self-Inventory
2. Worksheets A, B, and C
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify the duties of an illustrator.
2. Decide whether you might like this type of work.

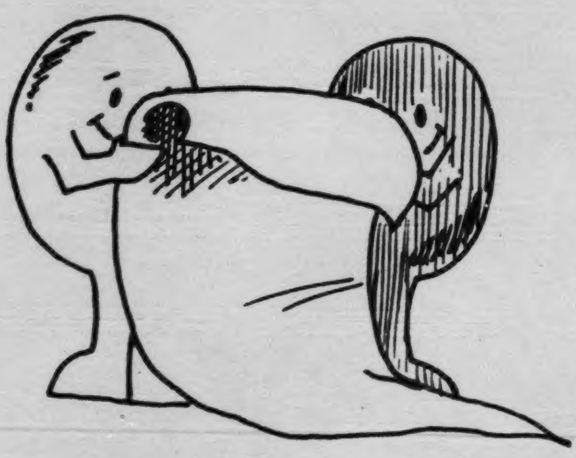
LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet with your teacher.
2. Complete the Self-Inventory on Worksheet A to help you decide whether you like this type of work.
3. Complete Worksheets B and C.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in the class discussion.
2. Completing Worksheets A, B, and C.
3. Completing the Student Attitude Sheet.



WORKSHEET A

SELF-INVENTORY

DIRECTIONS: Answer the following questions by drawing a circle around the response that best describes how you feel:

1. Do you have a natural talent for drawing? YES NO
2. Do you like to make different designs? YES NO
3. Have you ever taken an art class? YES NO
4. Do you pay attention to even the smallest detail when you are working with something? YES NO
5. Do you like to select items that look good together? YES NO
6. If you make an obvious mistake on a written assignment, do you correct it? YES NO
7. Can you work for long periods of time without becoming bored? YES NO
8. Would you like to take a class in drawing? YES NO
9. Do you like to experiment with different styles of writing? YES NO
10. Do you like to blend or match colors? YES NO

Answers will vary, but if you answered YES to 6 or more of the questions, there is a good chance that you would enjoy the work of an illustrator.

WORKSHEET B

Choose from one of the following and make a pencil sketch to illustrate what you might see on such a day. You may do both sketches if time permits.

A SUNNY DAY

A GLOOMY DAY

WORKSHEET C

Choose from the following list and prepare a pencil sketch you can share with the rest of the class:

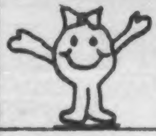
1. Greeting Card
2. Billboard
3. Fashion Show
4. Scene from a Movie
5. Department Store Window

Name ____________________

Occupational Cluster Communications and Media - Illustrator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussion of the Career Information Sheet					
Completing Worksheet A					
Completing Worksheet B					
Completing Worksheet C					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION

JOB TITLE: Motion-Picture Projectionist

DOT CODE: 960.362-010

DUTIES:

A motion-picture projectionist sets up and operates motion picture projection and sound-reproducing equipment to produce coordinated effects on screen. S/he inserts film into top magazine reel of projector; threads film through picture aperture of projector, around pressure rollers, sprocket wheels, and sound drum or magnetic sound pickup on film, and onto spool that automatically takes up film slack. A projectionist regulates projection light and adjusts sound-reproducing equipment; monitors operation of machines and transfers operation from one machine to another without interrupting flow of action on screen; rewinds broken end of film onto reels by hand to minimize loss of time; inspects and rewinds projected films for another showing. Occasionally they repair faulty sections of film; clean lenses, oil equipment, and make other minor repairs and/or adjustments.

WHERE EMPLOYED:

Employment opportunities exist in indoor theaters. Most of the remainder of the work is for drive-ins. Some projectionists work for large manufacturing companies, colleges, television studios, Federal, State, and local governments.

EMPLOYMENT OUTLOOK:

Most job openings will occur as experienced workers retire, die, or transfer to other fields of work. Applicants may face keen competition for the jobs that become available because earnings of motion-picture projectionists are relatively high. Applicants as motion-picture projectionists frequently outnumber job openings. The number of movie theaters is expected to decrease because a lack of new films will hurt the theater's ability to compete with other forms of entertainment such as television.

EDUCATION AND TRAINING:

Employers prefer that applicants be high school graduates. Some places of employment conduct training programs while others require some on-the-job experience. The applicants must pass a written exam about equipment use and maintenance. High school courses in mechanics and electronics or practical experience gained from operating projectors at school is helpful.

SPECIAL QUALIFICATIONS:

A projectionist must have good eyesight including normal color perception and good hearing. Manual dexterity and mechanical aptitude also are important qualifications.

EARNINGS AND ADDITIONAL BENEFITS:

A projectionist in a large metropolitan area can expect approximately $5.00 to $12.00 an hour. Projectionists who work more than one screen receive extra pay.

WORKING CONDITIONS/ LIFESTYLE:

Most projectionists work four to six hours on weekday evenings and 10 hours or more on Saturday or Sunday. In theaters with weekday matinees, projectionists usually work six hours a day, six days a week. In small towns, projectionists usually work part-time because of the small number of shows.

Projection rooms usually have adequate lighting and ventilation. The work is not strenuous and is relatively hazard free, but there is danger of electrical shock and acid burns from the projector's lamp if proper safety precautions are not taken.

Although projectionists must stand a lot, they may sit for short periods while the equipment is operating.

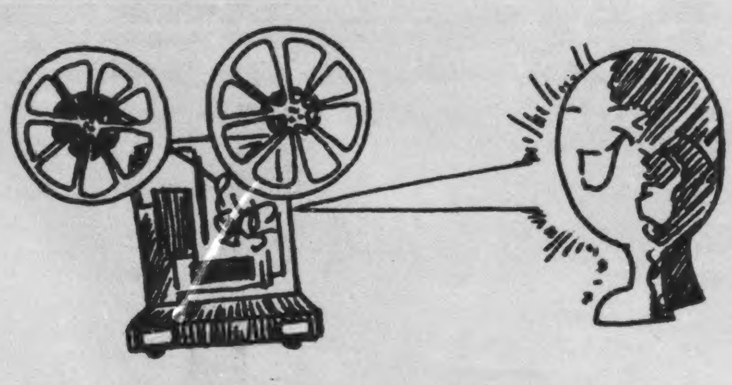
BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Motion-Picture Projectionist	960.362-010
Chief Projectionist	960.132-010



OCCUPATIONAL TASK: Operating a movie projector

OCCUPATIONAL COMPETENCY: Obtaining a basic knowledge of the operation of a movie projector.

RESOURCES and/or MATERIALS

1. Movie or film projector (with sound)
2. Movie projector cart
3. Extension cord
4. Two reels (one with a demonstration film, the other an empty reel used for rewinding)
5. Screen
6. Handouts A and B
7. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Set up a movie projector and thread the film into the machine.
2. Adjust sound and focus the film onto the screen.
3. Rewind film onto the empty reel.
4. Have a basic understanding of the operation of the machine.

LEARNING ACTIVITIES

Your teacher will show and explain the parts of the movie projector. The students will look at Handouts A and B while s/he is explaining the parts of the machine. The teacher will then show you how to:

1. Thread the machine.
2. Adjust the sound.
3. Focus the film onto the screen.
4. Rewind the film onto the empty reel for future showings.

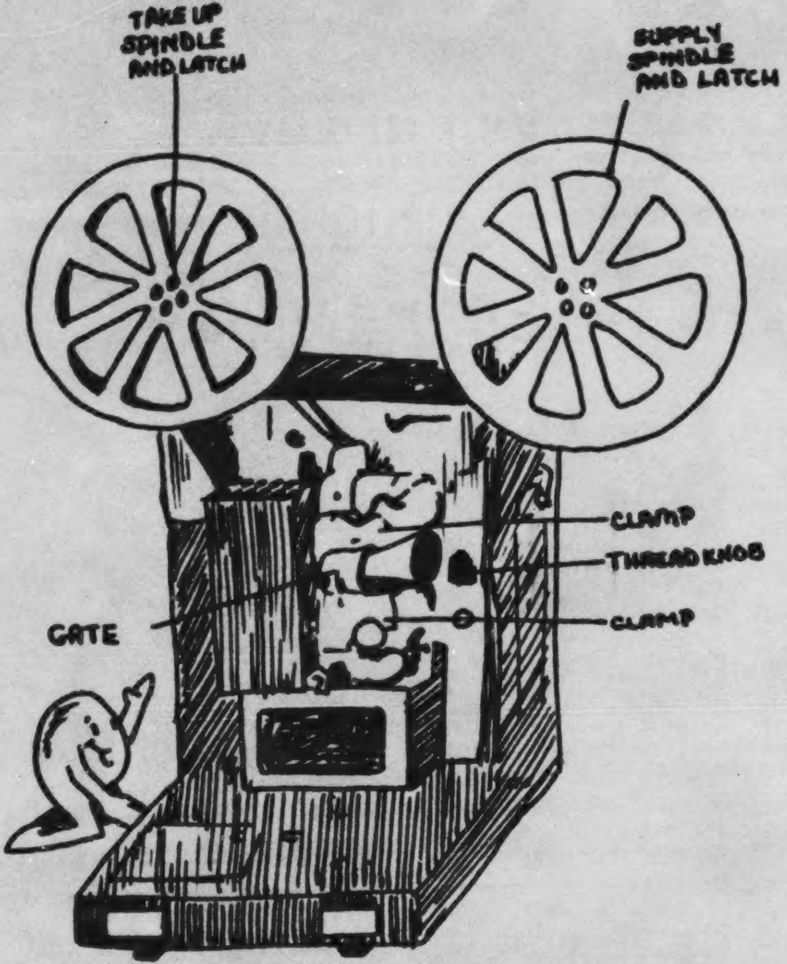
The teacher will then ask for volunteers from the class to demonstrate the operation of the movie projector.

EVALUATION PROCEDURES

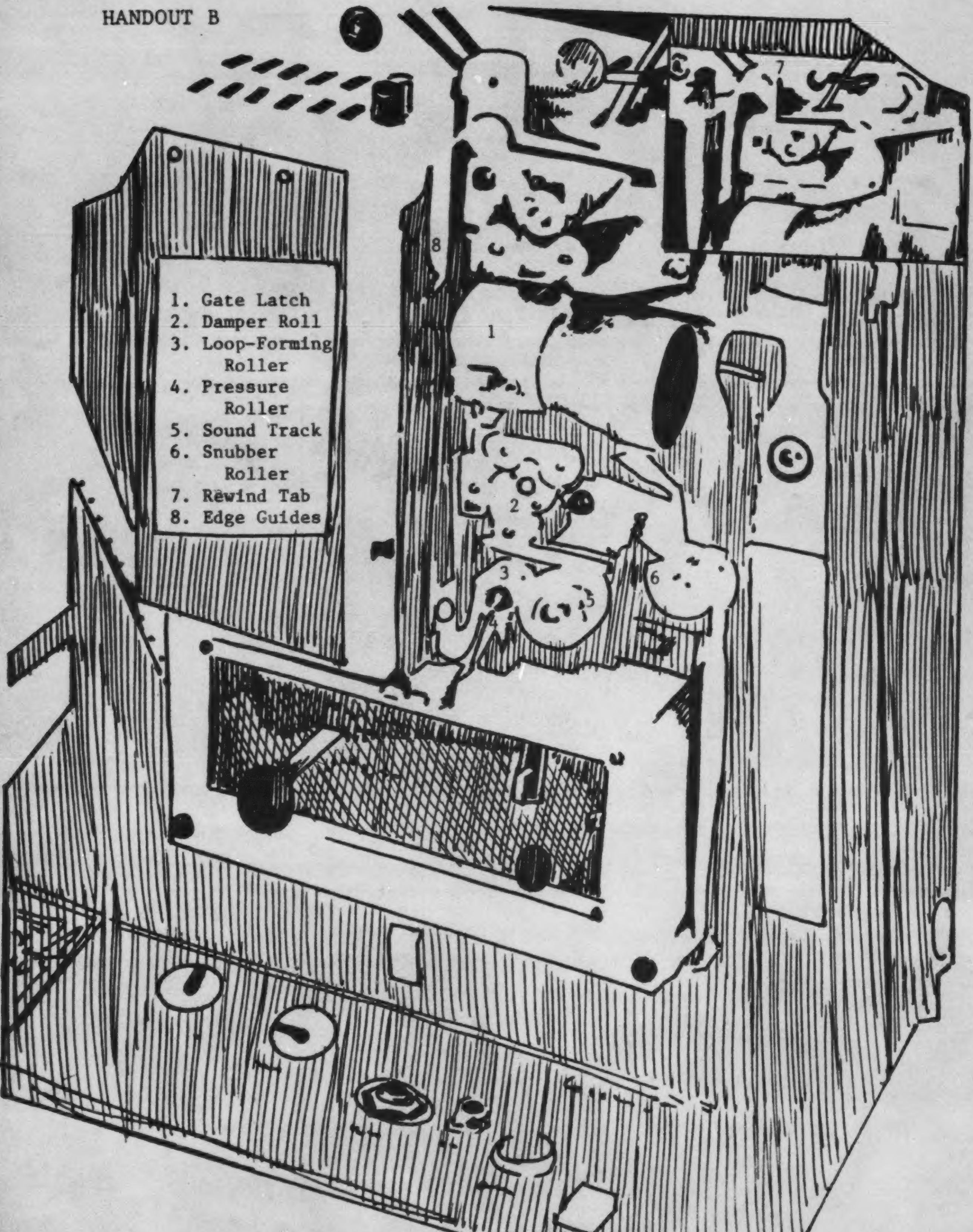
Your evaluation will consist of:

1. Observing the operation of the movie projector.
2. Completing the Student Attitude Sheet.

HANDOUT A


TAKE UP SPINDLE AND LATCH
SUPPLY SPINDLE AND LATCH
CLAMP
THREAD KNOB
GATE
CLAMP

HANDOUT B



1. Gate Latch
2. Damper Roll
3. Loop-Forming Roller
4. Pressure Roller
5. Sound Track
6. Snubber Roller
7. Rewind Tab
8. Edge Guides

Name ______________________________

Occupational Cluster Communications and Media - Motion-Picture Projectionist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Threading the machine					
Adjusting the sound					
Focusing the film					
Rewinding the film					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Photographer **DOT CODE:** 143.062-030

DUTIES:

The duties of photographers vary widely from taking pictures and working in darkrooms to employing high levels of mathematics and science in solving photographic problems. The work they perform is usually determined by their educational background and experience, size and type of the employing organization, and their photographic specialty. In addition to taking photographs, professional photographers often perform related darkroom work, such as screening, developing, and retouching negatives. They may also make, enlarge, or reduce prints and perform other darkroom tasks.

WHERE EMPLOYED:

Jobs for photographers are found in both small towns and large cities with concentration being given in the more populated areas. The greatest proportion of photographers work in commercial studios. Others work for newspapers, magazines, government agencies, photographic equipment suppliers and dealers and industrial firms. Some photographers teach in colleges and universities or make films. Some photographers are self-employed and work in their own studios.

EMPLOYMENT OUTLOOK:

Opportunities are best for photographers who are well-trained, talented, and willing to relocate to obtain employment.

Competition for openings is usually keen in commercial, news, and portrait photography.

EDUCATION AND TRAINING:

A college entrance program during high school is recommended for students planning on entering careers in photography. Courses should include mathematics, trigonometry, physics, chemistry, and art.

Education and training requirements to qualify as professional photographers range from two to five years of study in photographic processes and techniques completed at a college or vocational/technical school. Although some photographers enter the career through on-the-job training, most employers prefer applicants who have completed formal courses in photography.

Opportunities for on-the-job training are available from some employers of photographers. Beginners usually start in darkrooms. Here they learn to develop film and make prints. They may then be given opportunities to learn how to properly set up lighting equipment and cameras. In some instances, trainees may become skilled photographers after several years of employment.

SPECIAL QUALIFICATIONS:

Photographers should have above average artistic ability, imagination, originality, a respect for details and accuracy, and the ability to accept criticism of their work. They should be able to work under pressure, to express themselves clearly, and get along well with other people. Those interested in careers in scientific or engineering photography should have high interest and aptitude in science and mathematics. Those who wish to specialize in news or police photography should be alert, observant, and able to act quickly in emergencies.

Photographers should have good eyesight and color discrimination, manual dexterity, and spatial perception.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of photographers vary widely, depending on their training and experience, specialty, and geographical area in which they work.

Photographers who have salaried jobs usually work a five-day, 35-40 hour week and receive fringe benefits such as holidays, vacations, and sick leave with pay. Those in business for themselves usually work longer hours.

WORKING CONDITIONS/ LIFESTYLE:

Working conditions of photographers depend on their duties, and places of employment. Physical surroundings in studios, offices, stores, hospitals, factories, and laboratories are generally pleasant, well-lighted, and adequately equipped. Photographers whose duties require being outdoors are exposed to a variety of weather conditions. In some specialties, photographers may find it necessary to work weekends and holidays or to travel a great deal. Publishers, customers, and employers of commercial photographers are sometimes exacting and difficult to satisfy. Police photography may be unpleasant and depressing at times. Photographers who process their own film are subject to various chemical odors.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Photographer	143. 62-033
Developer	976.681-010
Photograph Retoucher	970.281-018

OCCUPATIONAL TASK: Exploring the field of photography

OCCUPATIONAL COMPETENCY: Selecting different occupations that can relate to photography and working with photographic vocabulary

RESOURCES and/or MATERIALS

1. Worksheet A - Occupations Relating to Photography
2. Worksheet B - Self-Check to Worksheet A
3. Photography Puzzle
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. List occupations that can relate to the field of photography.
2. Complete a photography puzzle by using photographic vocabulary.
3. Determine if you are interested in becoming a photographer.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a photographer.
2. Complete Worksheet A - Occupations Relating to Photography to help you understand how the field of photography can relate to other occupations.
3. Read and complete Worksheet B - Self-Check to Worksheet A.
4. Complete the Photography Puzzle to become familiar with terms used in photography.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting Worksheet A - Occupations Relating to Photography to the teacher.
2. Completing and submitting Worksheet B - Self-Check to Worksheet A to the teacher.
3. Completing and submitting the Photography Puzzle to the teacher.
4. Completing and submitting the Student Attitude Sheet to the teacher.

WORKSHEET A

Occupations Relating to Photography

Since the beginning of the 20th century, the applications of photography have increased rapidly. Many professionals apply their photography skills to their own business as well as those who work directly with photography. Listed below are several occupations. Place a check mark beside the occupations that you think could relate to the field of photography.

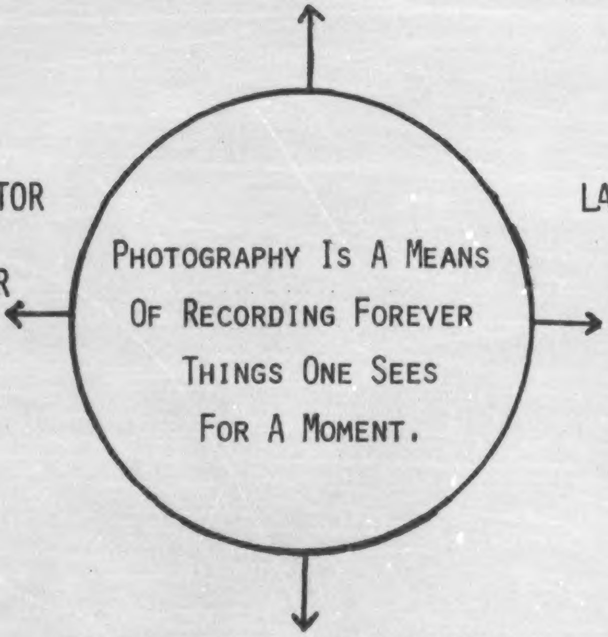
RADIOLOGIC TECHNOLOGIST

REAL ESTATE AGENT

OCEANOGRAPHER

MINISTER

PHOTOGRAPH RETOUCHER



PHOTOGRAPHY IS A MEANS OF RECORDING FOREVER THINGS ONE SEES FOR A MOMENT.

DOCTOR

TEACHER

POLICEMAN

LAWYER

DENTIST

DEVELOPER

PHOTOCHECKER AND ASSEMBLER

PHOTOGRAPH FINISHER

INSURANCE AGENT

DARKROOM TECHNICIAN

WORKSHEET B

Self-Check to Worksheet A

Did you mark all of the occupations? I hope that you did. The field of photography is unlimited. If you did not mark all of the occupations, are you wondering how all of the occupations listed on the previous page relate to photography? Let's discuss the occupations.

As their job titles imply, a photograph finisher, a photograph retoucher, a developer, a photochecker and assembler, and a darkroom technician work directly in developing and printing film. An all-round darkroom technician can perform all tasks necessary to develop and print film. Darkroom technicians are assisted by workers who specialize in particular activities such as the photograph finisher, photograph retoucher, developer, and photochecker and assembler.

Doctors, dentists, and radiologic technologists work daily with X-rays. Doctors and dentists order X-rays of the human body for study to diagnose a patient's problem. Radiologic technologists prepare patients for X-ray examinations. In the X-ray room, they must know how to operate the equipment correctly to take an X-ray picture.

Lawyers, policemen, and insurance agents, especially in small populated areas, must at times rely on their own skills in photography to take photographs.

When a lawyer is preparing for a case, especially in damage claims, s/he may take photographs to help present the case to the Court.

Frequently, policemen investigate automobile accidents. A policeman may take photographs of an automobile accident for report purposes if a professional photographer is not available. In fact, in some areas a professional photographer is not employed by a police department. It is the responsibility of the police officers in a department to take photographs.

Insurance agents may take photographs of automobile accidents too. They take photographs for insurance claims. Also, they take photographs of houses when homeowners insure their property against fire. Photographs of the property are taken to help give insurance companies an idea of what would have to be replaced in case of fire damage.

Real estate agents sell residential property. Agents take photographs of property to use to advertise in the newspaper and to show to prospective buyers.

Oceanographers explore and study the ocean. Many work in labs where they measure, dissect, and photograph fish.

Ministers work daily to promote goodwill among members of the church. Some ministers, when new families join the church, take photographs to use to introduce the new members to the church congregation.

Finally, teachers should possess some knowledge of photography. In some schools, teachers are employed to teach classes in photography. Others, who are sponsors of clubs, may be responsible for taking photographs of club activities to be placed in the local community newspaper. A journalism teacher in a school system may choose to instruct students as to how to take good photographs of school activities for the school newspaper and yearbook.

There are many occupations that can relate directly or indirectly to photography. List two more occupations on this sheet of paper and tell how each could relate to photography.

1. ______________________________

____

____

____

2. ______________________________

____

____

____

PHOTOGRAPHY PUZZLE

Listed below are the terms that you need to complete the Photography Puzzle. These terms are used daily by photographers.

Negative
Lens
Tone
Color balance
Hypo
Glaze
Tripod
Camera
Focus
Enlargement
Shutter
Filter
Spotting
Stain
Film
Exposure
Light
Enlarger

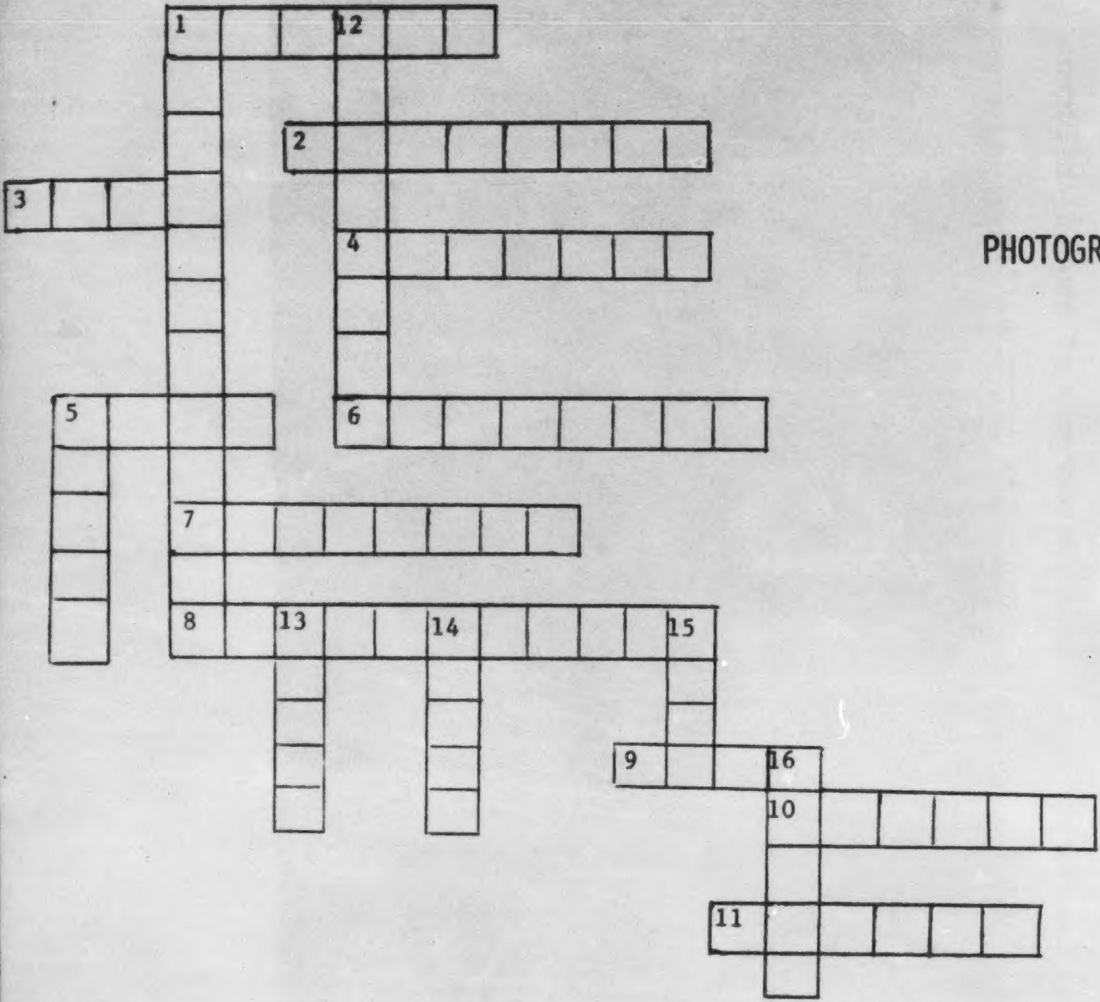
ACROSS

1. The photographer's most important tool.
2. Retouching a processed print with a pencil or brush to eliminate spots left by dust on the negative.
3. The name for a fixing bath.
4. Mechanical means of controlling the time during which light is allowed into the camera.
5. Light sensitized emulsion on a transparent base.
6. A device consisting of a light source, a negative holder, and a lens, and a means of adjusting these to project an image from a negative onto a sheet of photographic paper.
7. The developed film that contains a reversed-tone image of the original scene.
8. A print larger than the negative; a blowup.
9. Single element or multiple collection of glass surfaces, capable of bending light.
10. A three-legged supporting stand used to hold the camera steady.
11. A colored piece of glass or other transparent material used over the lens to emphasize, eliminate, or change the color or density of the entire scene or certain elements in the scene.

DOWN

1. The ability of a film to reproduce the colors of a scene.
5. Adjustment of the distance setting on a lens so that the subject is sharply defined.
12. The quality of light allowed to act on a photographic material.
13. Form of energy.
14. Glossy surface produced on some printing papers.
15. The degree of lightness or darkness in any given area of a print.
16. Discolored areas on film or paper.

PHOTOGRAPHY PUZZLE


1
12
2
3
4
5
6
7
8
13
14
15
9
16
10
11

KEY

WORKSHEET A

Possible Answers:

Social Caseworker - may take photographs of abused children

Forest Ranger - may take photographs after a fire

Coroner - may take photographs of bodies.

Strip mine Reclamation Worker - may take photographs before and after strip mining operations

Surveyor - may take photographs of the land

*You can relate photography skills to many occupations. The above occupations are just a few that could relate to photography.

If the student can justify a relationship of an occupation to photography, the answer should be accepted as correct.

KEY

PHOTOGRAPHY PUZZLE

ACROSS

1. Camera
2. Spotting
3. Hypo
4. Shutter
5. Film
6. Enlarger
7. Negative
8. Enlargement
9. Lens
10. Tripod
11. Filter

DOWN

1. Color balance
5. Focus
12. Exposure
13. Light
14. Glaze
15. Tone
16. Stain

Name ____________________

Occupational Cluster Communications and Media - Photographer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the Career Information Sheet					
Completing Worksheet A					
Completing Worksheet B					
Completing the Photography Puzzle					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

____

____

CAREER INFORMATION

JOB TITLE: Photojournalist DOT CODE: 143.062-034

DUTIES: A photojournalist photographs newsworthy events, locations, people, or other illustrative or educational material for use in publications or telecasts, using still cameras; and/or travels to assigned location and takes pictures. S/he may develop negatives and print film; submit negatives and pictures to editorial personnel; and may specialize in one phase, as news, sports, or freelance work.

WHERE EMPLOYED: Employment is found on the staffs of newspapers and news magazines. News magazine publishing usually operates from large urban areas. A similar type of work exists in the television news industry.

EMPLOYMENT OUTLOOK: The demand for photojournalists is average. While the journalism area continues to grow, there are more photographers having beginnings in hobbies or school art departments. The competition for positions in photojournalism may be keen. Jobs are found both in small towns and large cities with concentration in the more populated areas.

EDUCATION AND TRAINING: Photographic training is available in colleges, universities, junior colleges, and art schools. The armed forces also train many young people in photographic skills. Some colleges and universities grant master's degrees in specialized areas, such as photojournalism.

SPECIAL QUALIFICATIONS: Those who specialize in photographing news stories should be able to recognize a potentially good photograph and act quickly. Photographers need good eyesight and color vision, artistic ability, and manual dexterity. They also should be patient and accurate and enjoy working with detail. Some knowledge of mathematics, physics, and chemistry is helpful for understanding the use of various lenses, films, light sources, and development processes.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings in this employment range widely, depending on the size of the publisher and the experience of the photographer. In large cities, salaries are well above the average income; and in smaller cities, below the average income. Magazine and news photographers may eventually become heads of graphic arts departments or photographic editors with higher salaries.

WORKING CONDITIONS/ LIFESTYLE:

Working hours may be erratic due to the unpredictability of news happenings, especially those of natural disaster and criminal activity. These assignments, along with military conflict assignments, could also be dangerous. Some, or much, travel may be required. Also, in publishing, the pressures of deadline must be met. There is excitement in this occupation, and little chance of being bored exists.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Photojournalist	143.062-034
Photographer	143.457-010
Photoengraving Photographer	971.382-014
Still Photographer	143.062-030

OCCUPATIONAL TASK: Exploring photojournalism

OCCUPATIONAL COMPETENCY: Studying the camera and the photograph

RESOURCES and/or MATERIALS

1. Basic Photography Lesson and Checklist
2. The Story of the Picture exercise
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Recognize the basic workings of a camera and its care.
2. Understand the concept of the story told in a picture.
3. Determine if you would be interested in working in photography.

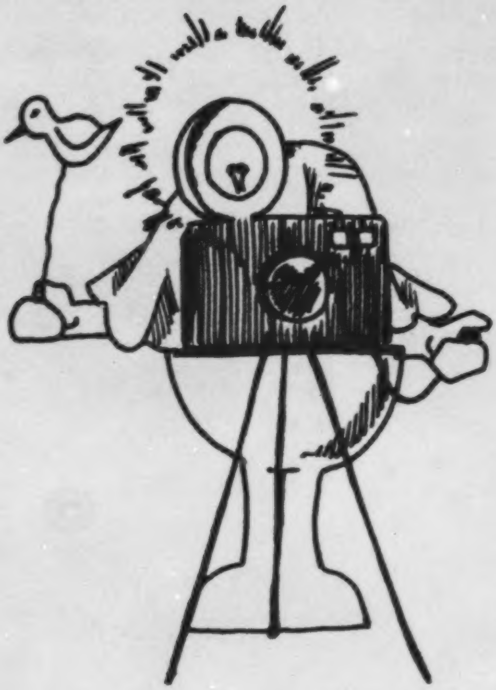
LEARNING ACTIVITIES

1. Read and do the Basic Photography Lesson.
2. Read and do The Story of the Picture exercise.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the photography lesson and picture exercise.
2. Completing the Student Attitude Sheet.



BASIC PHOTOGRAPHY LESSON

The human eye is the best example of how a camera works. The lens of the eye is like the lens of the camera. In both instruments the lens focuses an image of the surroundings on a light sensitive surface, the retina of the eye and the film in the camera. In both, the light sensitive material is protected within a light-tight container, the eyeball of the eye and the body of the camera. Both eye and camera have a mechanism for shutting off light passing through the lens to the interior of the container, the lid of the eye, and the shutter of the camera. In both, the size of the lens opening, or aperture, is regulated by an iris diaphragm.

One important difference between the eye and the camera is that the eye adjusts automatically to high and low light conditions. In a darkened room, the iris of the eye opens wide to allow as much light as possible to enter the eye. In a bright light, the iris of the eye closes down to prevent too much light from entering. Observe the pupil of your own eye in a mirror as you switch a bright light on and off, and you will see the iris adjust the size of your pupil for each condition. Most adjustable cameras do not adjust for high and low light conditions automatically. You must adjust your camera to regulate the amount of light entering. Some of the newer cameras have semi-automatic features to help you regulate the amount of light entering the camera.

Another important difference between eye and camera is that the eye sees selectively while the camera sees indiscriminately. In other words, human beings tend to observe only those details which are important to them. The camera sees all the details in view and records them on the film. As a photographer, you must train yourself to see what the camera sees.

Proper care of the camera and film is the first essential for obtaining the best pictures. Keep the lens clean and protect it from chips, scratches, dampness, and heat. The lens should be cleaned with a piece of soft lens tissue or a bit of lintless, clean linen. If the lens is coated too thickly with dust and grease, a drop or two of a lens-cleaning solvent may be needed. When your camera is idle, keep it in a cool, dry, clean place. If your lens does not fold back into the camera body where it is protected, use a lens cap and store your camera in a case or drawer.

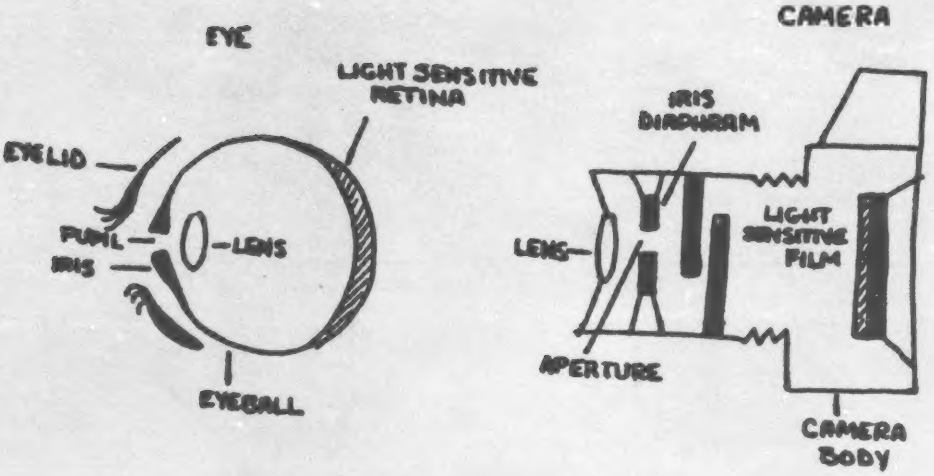
Keep your camera clean and protect it from heat, shocks, and dampness. Use a soft lens brush for cleaning the interior of the camera when you change film. Use a camera case to protect against dust and to shield the camera from casual bumps and shocks that occur in the everyday handling.

Relax all mechanical tensions during inactive periods. Do not leave the shutter of your camera cocked when it is to be stored for a period of time.

Load film in subdued light and store it in a cool, dry place.

Have your camera inspected regularly. Never attempt to repair or service your camera yourself.

Study the similarity between the eye and the camera.


EYE
LIGHT SENSITIVE RETINA
EYELID
PUPIL
IRIS
LENS
EYEBALL
CAMERA
IRIS DIAPHRAM
LIGHT SENSITIVE FILM
LENS
APERTURE
CAMERA BODY

BASIC PHOTOGRAPHY CHECKLIST

Answer "true" or "false" to indicate if you understand proper camera care.

_______ 1. A good place to store your camera is under the seat of your car.

_______ 2. If you are shooting at the beach and need to reload your camera, it would be a good idea to find someone with an umbrella or a car nearby.

_______ 3. Never clean a lens with anything but lens tissue.

_______ 4. Always keep a roll or two of film in the glove compartment of your car so you won't miss a picture opportunity.

_______ 5. If the children in your home must have a camera to play with, get them an inexpensive box camera and make your own camera out-of-bounds.

_______ 6. Always store your camera cocked and ready for action.

_______ 7. To save money, perform minor camera repairs yourself.

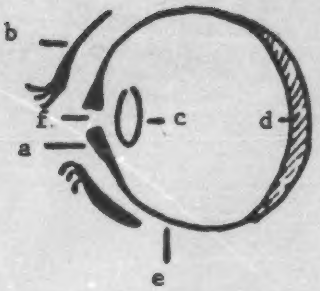
For each of the following questions, select the best answer and write the corresponding letter in the blank.

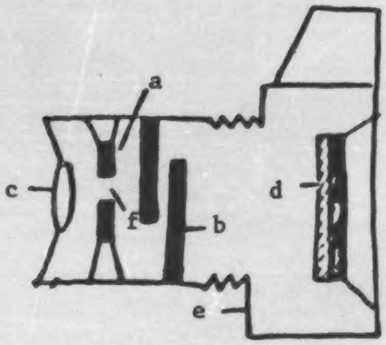
___ 8. What part of the human eye performs the same function as the camera's film? A. lens B. retina C. iris D. eyelid E. pupil

___ 9. To clean smudges from the lens surface _________. A. Blow gently on the lens and wipe with a handkerchief. B. Wipe lightly with a damp finger and dry. C. Use lens-cleaning solvent and wipe with lens tissue. D. Breathe on the lens and wipe with lens tissue. E. Wipe gently with a dampened facial tissue.

___10. The camera sees indiscriminately; the eye sees selectively. This statement means that _________. A. The eye sees color, but the black-and-white film of the camera sees only shades of black, white, and gray. B. You should beware of lamp cords, picture frames, and telephone wires that your camera will see, but you may not. C. It is better to compose with the eye than with the camera's viewfinder. D. The camera will record every detail of a scene, whereas you may not notice every detail. E. Both B and D.

Label the lettered parts of the diagrams in the spaces below.



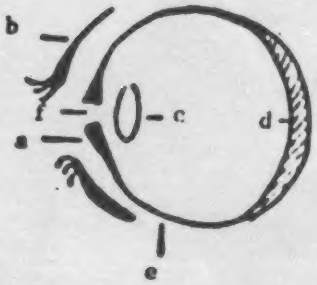


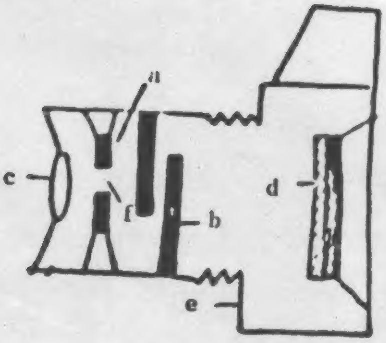
A. ______________________	A. ______________________
B. ______________________	B. ______________________
C. ______________________	C. ______________________
D. ______________________	D. ______________________
E. ______________________	E. ______________________
F. ______________________	F. ______________________

KEY

BASIC PHOTOGRAPHY CHECKLIST

1. false
2. true
3. false
4. false
5. true
6. false
7. false
8. B
9. C
10. E





A.	Iris	A.	Iris diaphragm
B.	Eyelid	B.	Shutter
C.	Lens	C.	Lens
D.	Lightsensitive retina	D.	Lightsensitive film
E.	Eyeball	E.	Camera body
F.	Pupil	F.	Aperture

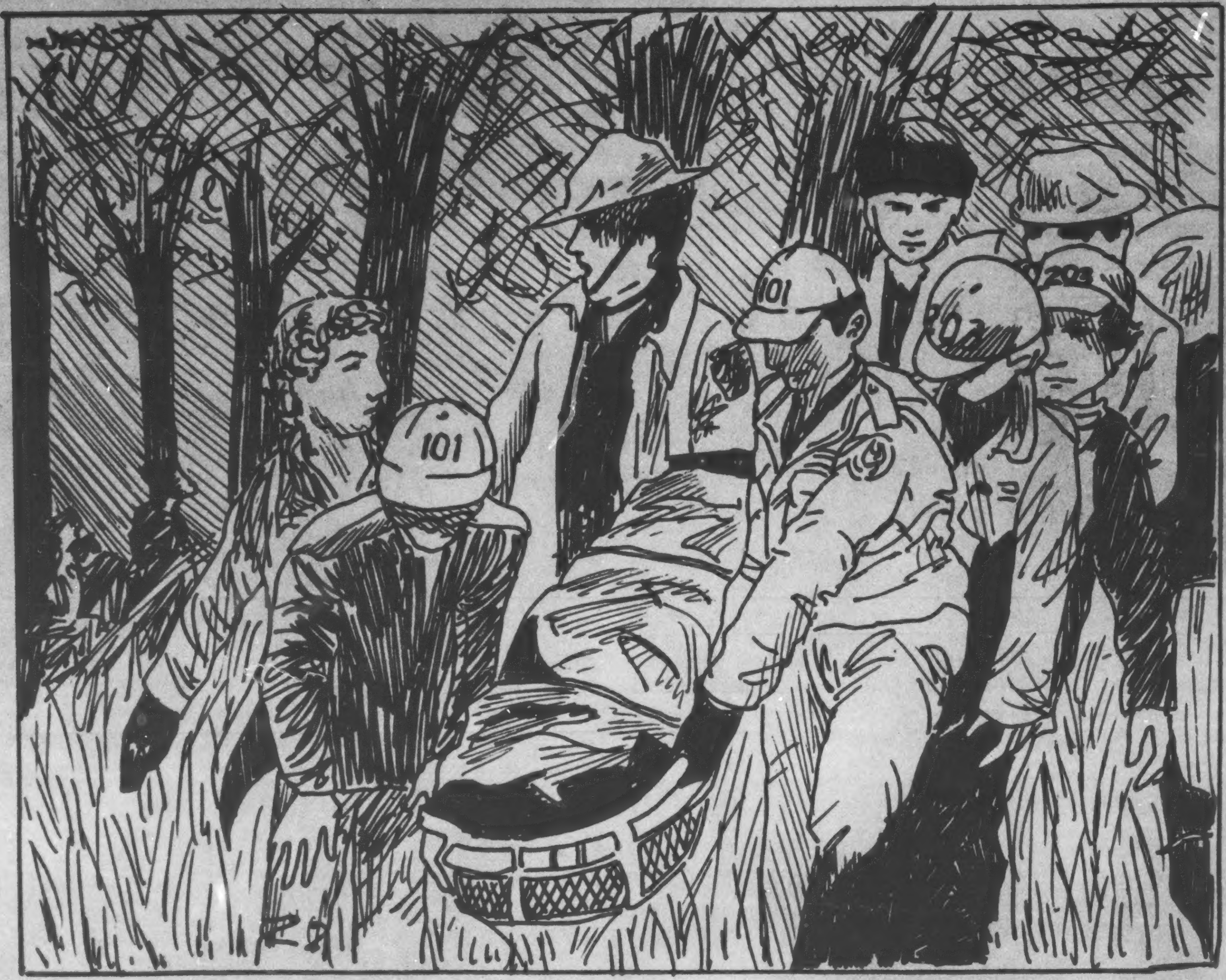
THE STORY OF THE PICTURE

The photographs most useful in publishing have the same composition as good journalism. To the extent that it is possible, the picture gives you the what, where, and when of the story.

Of the photographs contained in the following pages, choose two (2) and write in a short paragraph the story you believe could have accompanied the picture. Indicate below the photograph number with your paragraph beside each.

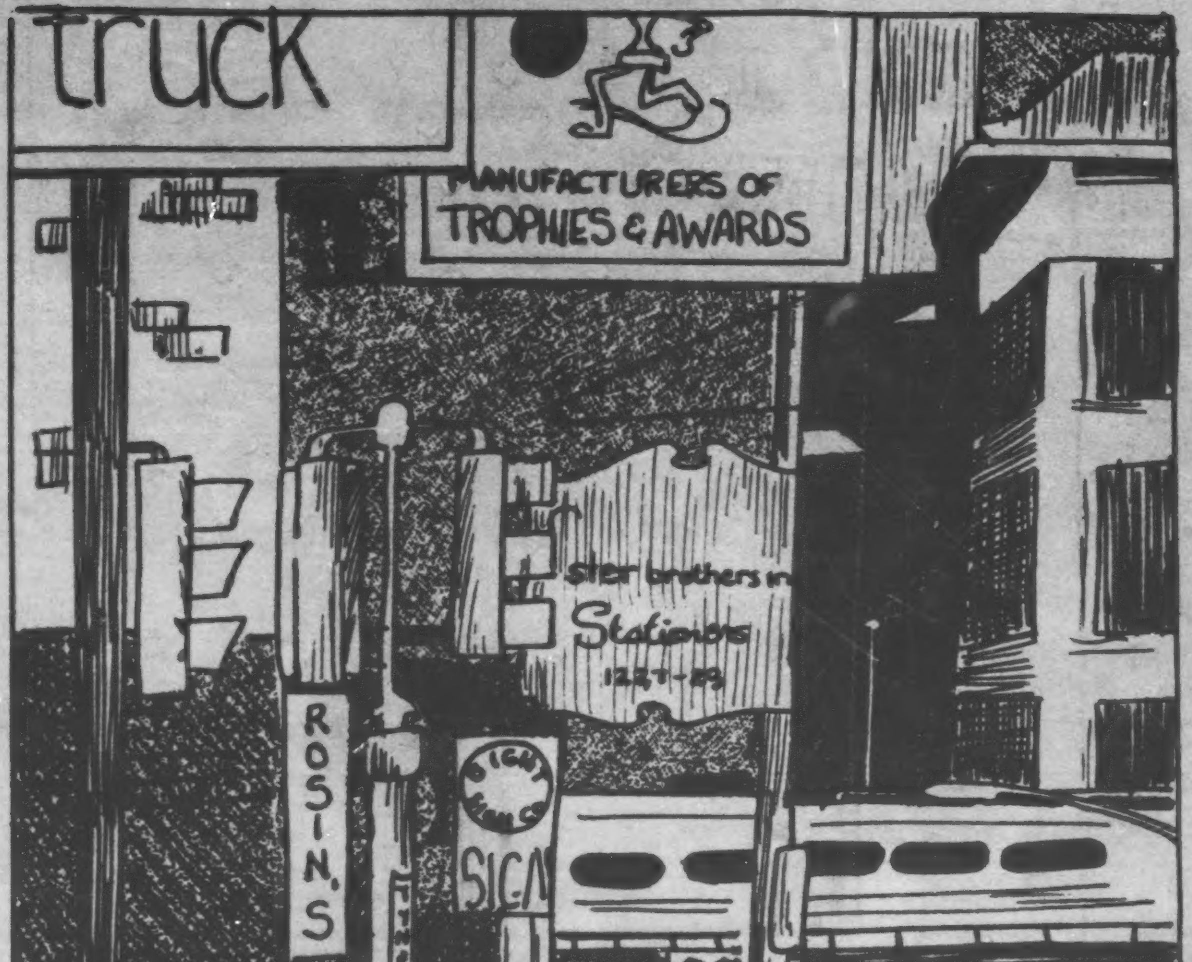
Photograph ______

Photograph ______



#1

63


truck
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TROPHIES & AWARDS
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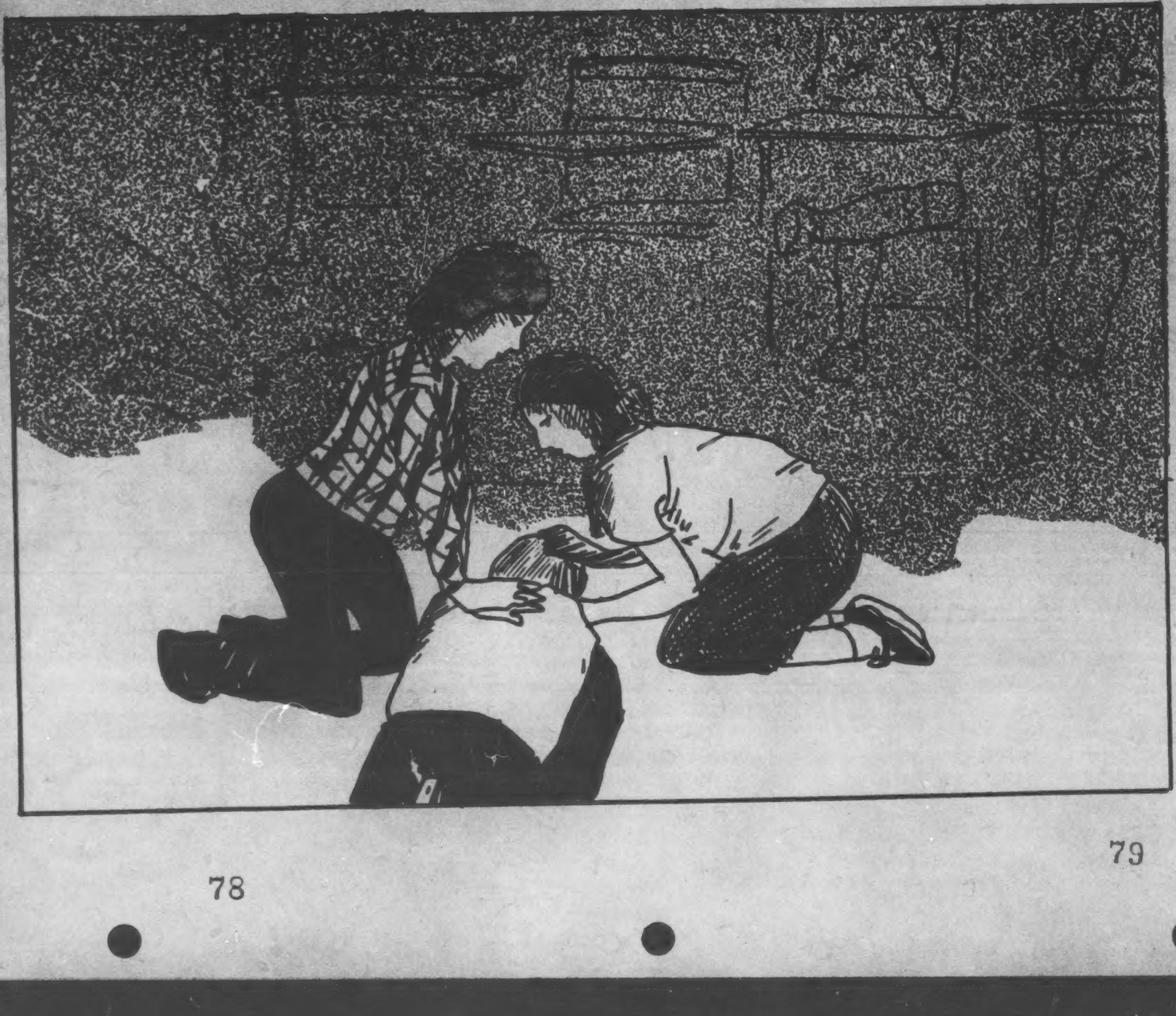
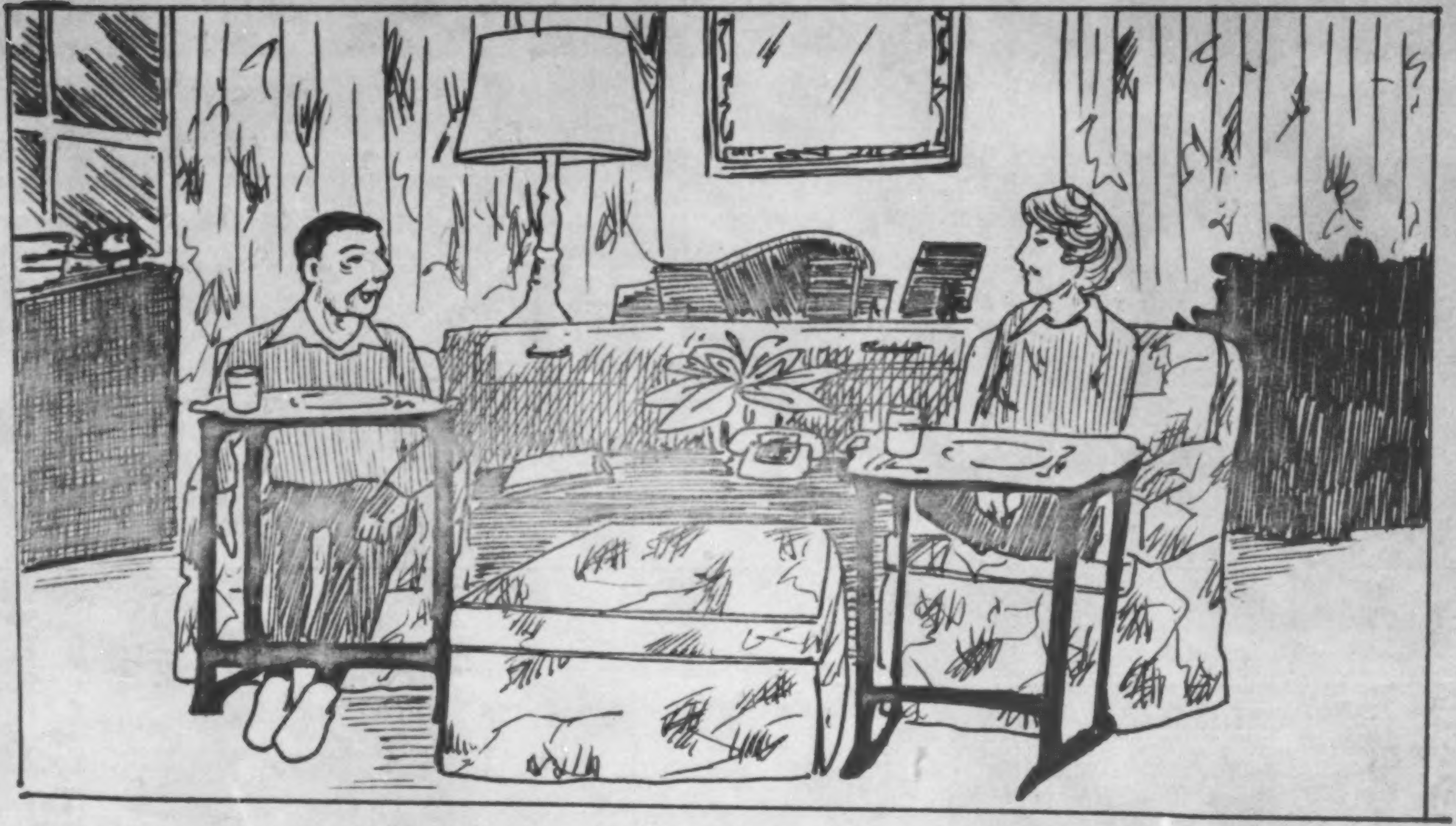
1221-23
ROSIN'S
SIGN



#3

65



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81

Name ______________________________

Occupational Cluster Communications and Media - Photojournalist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Learning about the camera					
Working with the story of the picture					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Sign Painter **DOT CODE:** 970.381-026

DUTIES:

Sign painters create signs that project an idea for visual communication. They develop the lettering and/or picture freehanded; read work orders to determine the type of sign specified, what the work procedures will be, and the materials required to perform the task. When the idea is sketched on the proper material, they should be using the drawing instruments, such as a ruler, angle, and the proper brushes to get the correct effect. The selection and blending of appropriate paints to be used for the best effect are their responsibility.

WHERE EMPLOYED:

Opportunities are plentiful in small or large advertising companies, sign shops, or a personally owned business in any area of their choice. Sign painters may specialize in maintaining signs already painted, and thus carry the title of sign painter maintenance.

EMPLOYMENT OUTLOOK:

There are no promotions or publicity to get people into the industry, which leaves the field wide open. There is a demand for sign painters all over the world.

EDUCATION AND TRAINING:

No formal education is required, but a college degree in art is an asset in getting a job. The Art Institute of Pittsburgh has jobs for their students at the end of the three-year course. People as far away as the west coast are looking at the graduates, even before graduation. If a student has talent and little knowledge about the job, many companies will hire them and give on-the-job training; however, to be hired they must be a little productive. If they have no talent and are willing to work hard, there is a place for them, although they may not receive high earnings during the initial stages of employment.

SPECIAL QUALIFICATIONS:	Talent and college are the best recommendations; however, artistic talent complemented with hard work has helped some people to realize success. You should demonstrate an interest in the work, know what the employer expects, keep willing to learn, study details, be creative, and like to work alone.
EARNINGS AND ADDITIONAL BENEFITS:	Workers having three years of college and talent may expect higher pay as a sign painter in comparison to other skill occupations. Fringe benefits may include insurance, sick leave, vacations, retirement plan, and/or a part-time-working plan.
WORKING CONDITIONS/ LIFESTYLE	From time to time, sign painters may be required to work longer hours in order to meet pressing deadlines.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Audio-Visual

REPRESENTATIVE JOB TITLES:

Sign Painter	970.381-026
Sign Painter Helper	970.664.010
Hand Painter	970.381-022

OCCUPATIONAL TASK: Painting signs

OCCUPATIONAL COMPETENCY: Painting a sign to meet specifications

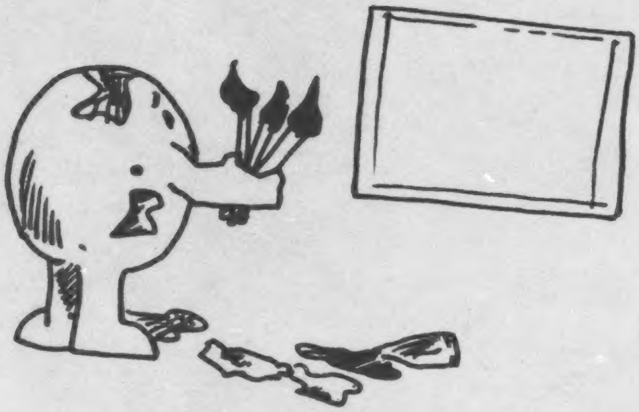
RESOURCES and/or MATERIALS

1. Dictionary of Occupational Titles
2. Colored pencils
3. Paper
4. Job Sheet
5. Student Attitude Sheet
6. Compass
7. Protractor
8. Ruler
9. Worksheet A

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Create a sign from a job sheet.
2. Use the pencil, compass, protractor, and ruler in your work.
3. Evaluate your feelings toward this type of work.



EVALUATION PROCEDURES

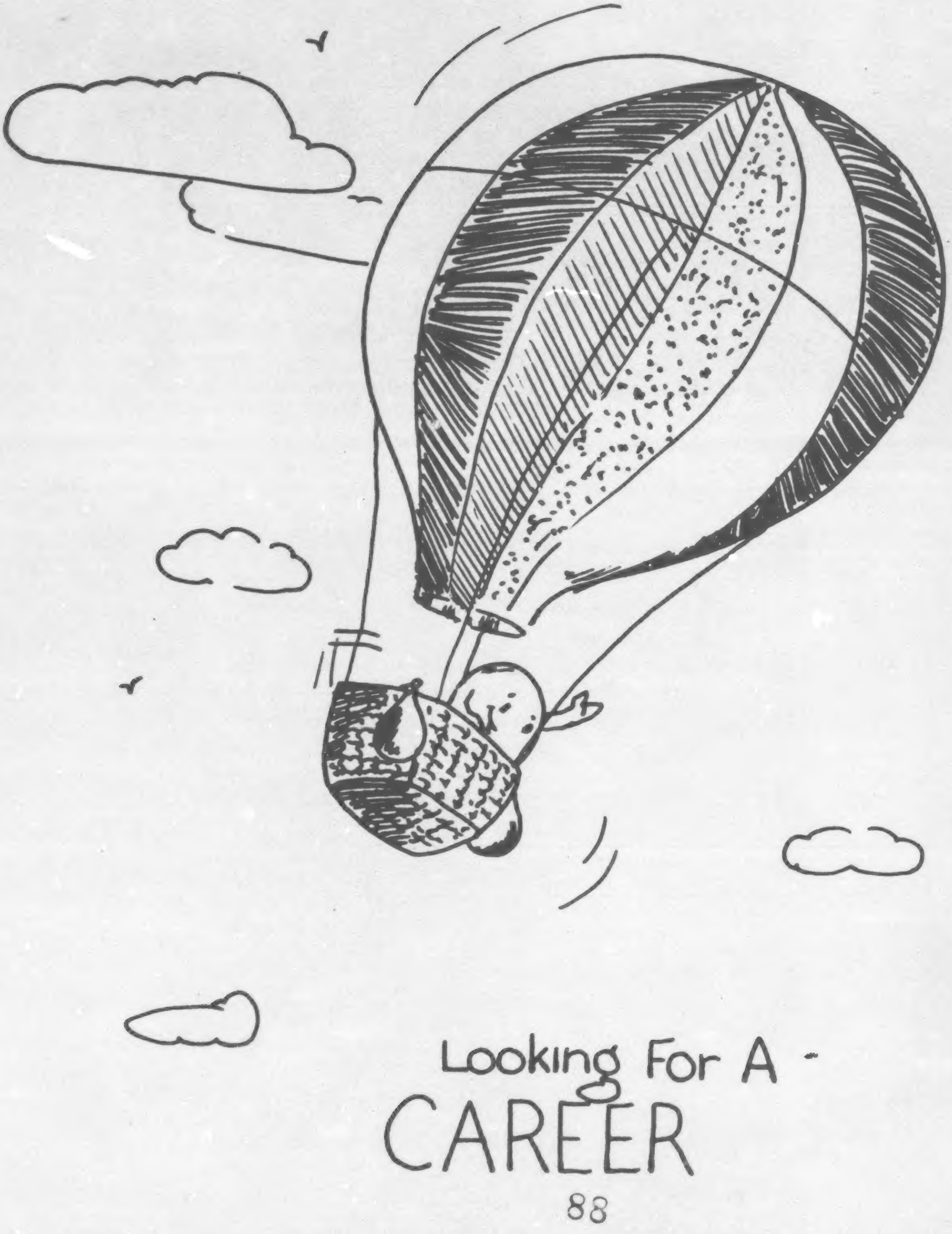
Your evaluation will consist of:

1. Completing and submitting the Job Sheet to the teacher.
2. Completing and submitting Worksheet A to the teacher.
3. Completing the Student Attitude Sheet.
4. Giving suggestions to classmates.

JOB SHEET

Prepare a sign showing that Peep has left on a journey in a hot-air balloon to look for a career. There are only two clouds in the sky and Peep is very happy. With the use of the pencil, compass, ruler, and/or protractor, make a sketch of what you think you would see if you were looking at the scene. Put the words "Looking for a Career" on your sign.

SOLUTION TO JOB SHEET


Looking For A -
CAREER

WORKSHEET A

HOW DO YOU FEEL ABOUT YOURSELF AND THIS JOB?

		Yes	No
1.	Do you like to use your imagination?	____	____
2.	Did you have the proper equipment to construct the drawing described on the job sheet?	____	____
3.	Did you like your completed sign?	____	____
4.	Do you think this was hard to do?	____	____
5.	Do you like to make signs (or try to)?	____	____
6.	Do you like to see what your classmates have done?	____	____
7.	Did you get some ideas from your classmates?	____	____
8.	Was there any part of it especially interesting to you?	____	____
9.	Do you think it would be good to have some patterns to use?	____	____
10.	Do you think you could do better a second time?	____	____

Name ____________________

Occupational Cluster Communications and Media - Sign Painter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Preparing sign					
Coloring sign					
Discussing signs and accepting suggestions related to your sign					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION

JOB TITLE: Bookbinder **DOT CODE:** 977.381-010

DUTIES: A bookbinder glues, sews, or staples the pages and the covers together to produce a book. A bookbinder may operate machines and perform some work by hand.

WHERE EMPLOYED: Many bookbinders work in shops that specialize in bookbinding. Others work in bindery departments of book publishing firms, commercial printing plants, and large libraries. Some skilled bookbinders work in hand binderies. They design original bindings for a limited number of copies of a large edition or restore and rebind rare books.

EMPLOYMENT OUTLOOK: Despite the anticipated growth in the amount of bound printed materials, the employment of bookbinders and bindery workers may be limited by the increasing mechanization of bindery operations.

EDUCATION AND TRAINING: A four or five-year apprenticeship generally is required to qualify as a skilled bookbinder. Apprenticeship applicants usually must have a high school education and be at least 18 years old.

Most bindery workers learn their tasks through informal on-the-job training that may last from several months to two years.

SPECIAL QUALIFICATIONS: A bookbinder should have normal eyesight, average physical strength, manual dexterity, and good eye-hand coordination. Mechanical aptitude and artistic ability would be assets in this work. Neat, fast, and accurate work habits are necessary.

High school students interested in bookbinding careers should take vocational courses to develop their mechanical skills.

EARNINGS AND ADDITIONAL BENEFITS:

Beginning bookbinders usually earn minimum wages. Skilled and experienced bookbinders will likely earn higher wages.

Although some union contracts specify a work week of 37½ hours, most bookbinders work a standard 40-hour, five-day week. Overtime work may be required at times for which workers receive additional pay.

Fringe benefits often include vacations with pay, health insurance coverage, sick leave, and a retirement plan.

WORKING CONDITIONS/ LIFESTYLE:

Most bookbinders have good working conditions. Shops generally are well-lighted and ventilated, but may be noisy from the operation of machines. In older and/or smaller shops, various work area spaces may be somewhat limited.

Bookbinders stand for most of their workday and perform activities which require lifting, carrying, and bending. Many of the bindery operations are repetitious and some persons may feel that this type of work is monotonous.

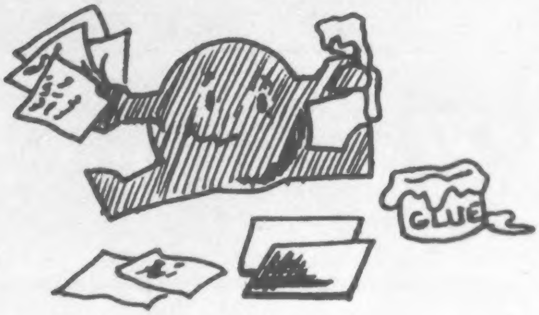
BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Bookbinder	977.381-010
Press Operator	651.362-010
Make-up Arranger	973.381-026



OCCUPATIONAL TASK: Preparing a booklet

OCCUPATIONAL COMPETENCY: Folding and trimming a sixteen-page signature into a booklet

RESOURCES and/or MATERIALS

1. Student Information Sheet
2. Student Instruction Sheet
3. Student Attitude Sheet
4. 8½" x 14" sheets of paper
5. Construction paper
6. Pen
7. Scissors

8. Ruler
9. Stapler

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Fold and trim a sixteen-page signature into booklet form with the pages in proper sequence.
2. Determine if you are interested in becoming a bookbinder.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a bookbinder.
2. Read the Student Information Sheet to help you understand how a book is prepared for printing and binding.
3. Read and follow the directions carefully on the Student Instruction Sheet.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting the booklet to the teacher.
2. Completing and submitting the Student Attitude Sheet to the teacher.

STUDENT INFORMATION SHEET

A bookbinder folds large printed sheets of paper (any size) into sections called signatures. One large sheet will have a front flat and a back flat. The front flat and the back flat together make a signature. A signature when folded will fall in consecutive order.

The front flat, pages 1, 4, 5, 8, 9, 12, 13, 16, for a sixteen-page signature is arranged as shown below:

1	16	13	4
8	9	12	5

The back flat, pages, 2, 3, 6, 7, 10, 11, 14, 15, for a sixteen-page signature is arranged as shown below:

3	14	15	2
6	11	10	7

The signatures are gathered manually or by machine into the proper sequence for the completed book. Any separate items, such as photographs, maps, or drawings are inserted or pasted on pages.

The signatures are sewn together, placed in a compression press to remove air from between the pages, and the backs are glued. The books are trimmed to size with a cutting machine and a rounding machine shapes the back of the book. The edges of the pages are sometimes colored and the backs of the books are reinforced with cloth or paper strips. The cover is made from cardboard on which fabric or another material is glued. Cover titles or inscriptions are printed on the cover, and the book is glued into the cover.

STUDENT INSTRUCTION SHEET

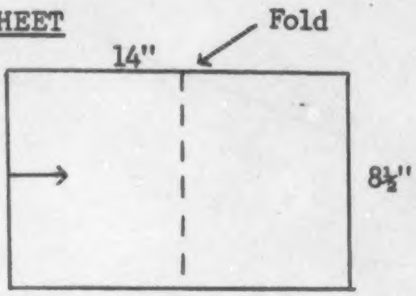


Fig. 1

1. Fold a sheet of paper 14" x 8½" in half, folding from the left to right with the left side folded on top. Each half now measures 7" x 8½". (See Fig. 1).
2. Now, holding the paper upright, fold the top half of the 7" x 8½" sheet down behind the bottom half. The folded sheet now measures 7" x 4¼". (See Fig. 2).

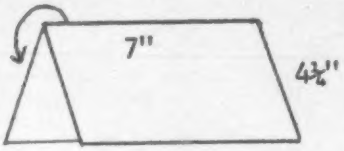


Fig. 2

3. Fold the left half of the 7" x 4¼" sheet behind the right half. The folded sheet will measure 3½" x 4¼". Place a No. 1 in the center of the page at the bottom of the top sheet. (See Fig. 3). *Use a pen throughout all of the instructions that require writing.

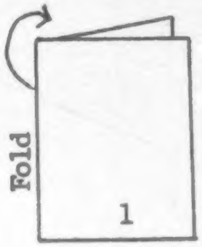


Fig. 3

4. Open the folded sheet back to original size 14" x 8½" so that the side marked with the No. 1 is facing you in the upper left-hand corner. (See Fig. 4). Look at your sheet of paper. By folding the sheet in Instructions 1, 2, and 3, you have divided the front and the back of this sheet into 8 equal sections for a total of 16 sections. The side of the sheet marked with the No. 1 is called the front flat. The other side of the sheet is called the back flat.

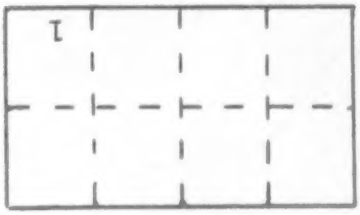


Fig. 4

5. Number the front flat as follows: Beginning at the bottom at the extreme left, number each section in the center of each section page, using Nos. 8, 9, 12, and 5. (See Fig. 5).
6. Turn the sheet around clockwise and number each of the top sections in the same way as the bottom, using Nos. 4, 13, 16, and 1. (See Fig. 5).

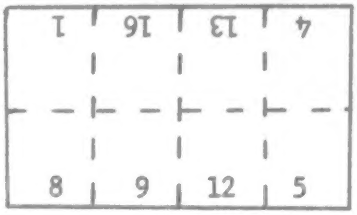


Fig. 5

STUDENT INSTRUCTION SHEET (Continued)

7. Write and center on each section page in complete sentences your answers to the following questions on the section pages as indicated below:

   Page 1-What is your name?
   Page 16-What is your favorite song?
   Page 13-What is your favorite holiday?
   Page 4-What is your telephone number?
   *Turn page back around counterclockwise.
   Page 8-What is your favorite sport?
   Page 9-What is your favorite hobby?
   Page 12-What is your favorite TV program?
   Page 5-When is your birthday?

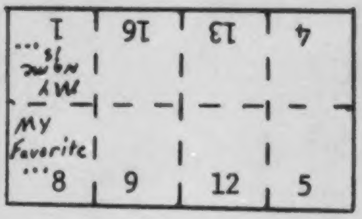


Fig. 6

*Self-check: Does your front flat look like Fig. 6?

8. Turn the sheet over. The No. 1 (showing through from the other side) is in the upper right-hand corner.

9. Number the back flat as follows: Beginning at the bottom at the extreme left, number each section in the center of each section page, using Nos. 6, 11, 10, and 7. (See Fig. 7).

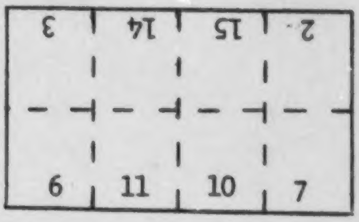


Fig. 7

*Self-check: Is the No. 5 on the other side opposite the No. 6?

10. Turn the sheet around clockwise and number each of the top sections in the same way as the bottom, using Nos. 2, 15, 14, and 3. (See Fig. 7).

11. Write and center on each section page in complete sentences your answers to the following questions on the section pages as indicated below:

   Page 2-What is your mailing address?
   Page 15-What is your favorite food?
   Page 14-Who is your favorite entertainer?
   Page 3-How old are you?
   *Turn page back around counterclockwise.
   Page 6-What is your favorite dessert?
   Page 11-Do you have a favorite class?
   Page 10-Who is your favorite male singer?
   Page 7-Who is your favorite female singer?

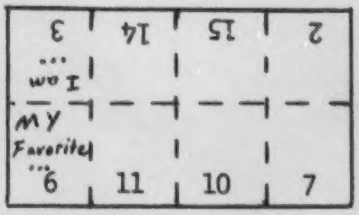


Fig. 8

*Self-check: Does your back flat look like Fig. 8?

STUDENT INSTRUCTION SHEET (Continued)

12. Fold the sheet of paper again by completing Instructions 1, 2, and 3.

13. Trim the top and the right side of the folded booklet with scissors. (See Fig. 9).

*Self-check: Are the pages in the proper sequence? Are the numbers upside down? Is the printing upside down? If your booklet did not fall into the proper sequence, complete the steps again.

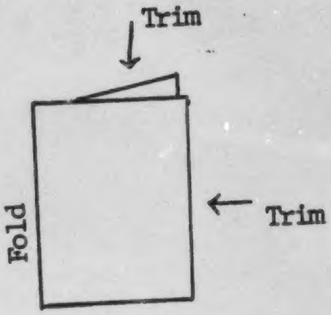


Fig. 9

14. Cut construction paper to size 7¼" x 4½". Open the booklet pages to Pages 8 and 9. Place the pages on the construction sheet and staple the cover and pages together slightly below the top and slightly above the bottom of the page. (See Fig. 10).

15. On the outside cover of the booklet enter the following information in the center: Name of Class, Name, and Current Date.

16. Complete the Student Attitude Sheet and hand it and the booklet to the teacher.

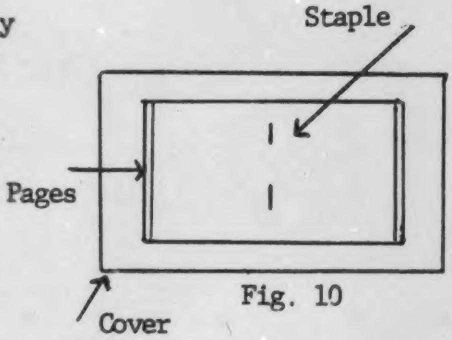


Fig. 10

Prevocational
Exploration
PeeP

Name ____

Occupational Cluster Communications and Media - Bookbinder

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the Career Information Sheet					
Preparing a signature layout					
Reading and following instructions					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

____

____

CAREER INFORMATION

JOB TITLE: Copywriter	DOT CODE: 131.067-014
DUTIES:	Copywriters should study their clients' product and know about the consumers they are trying to reach. They prepare the literary work for an advertisement, discuss the art work with the artist, and correct and revise copy when necessary. Some of their assignments may be very short ads and some large advertising campaigns for newspapers and magazines. After assembling all the information, they must produce an original idea that will help to sell the product.
WHERE EMPLOYED:	About one-third of the opportunities for employment are with manufacturers, retail stores, broadcasting stations, and publishers. Some work for agencies, sales promotion departments of businesses, newspapers, while others work on a free-lance basis.
EMPLOYMENT OUTLOOK:	There are job openings all across the nation for copywriters, although only a moderate increase in the number of jobs is expected in the next few years.
EDUCATION AND TRAINING:	Experience is generally more important than a college education. Courses in college which may be helpful include advertising, marketing, journalism, and/or business. In high school, the student should follow a college preparatory program and writing skills should be learned exceptionally well. Students need to learn to be good observers, noticing how other people respond.
SPECIAL QUALIFICATIONS:	Persons interested in seeking employment as copywriters should have imagination, creativity, be able to work under pressure, and work with people and/or alone.

EARNINGS AND ADDITIONAL BENEFITS:

Starting salaries are average to a little above, depending upon the location and type of work employees are hired to do. As employees continue working in this area, the salary continues to increase until they are earning an excellent salary.

WORKING CONDITIONS/ LIFESTYLE:

People should be satisfied in this field if they enjoy a fast-paced, competitive life and find a challenge stimulating. Employees should receive satisfaction by being creative with ideas or concepts. If they work for a business or newspaper, they may have a high degree of security; but, if they work for an agency, they may have very little security. There is excellent mobility if they are in the lower levels of the business, but it becomes severely restricted as they reach the top level.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Copywriter	131.067-014
Copywriter Expert	249.267-010
Critic	131.067-018

OCCUPATIONAL TASK: Preparing literary work for advertisement

OCCUPATIONAL COMPETENCY: Creating an ad for "Tuff Jeans"

RESOURCES and/or MATERIALS

1. Pen
2. Pencil
3. Paper
4. Information Sheet
5. Worksheet A
6. Worksheet B

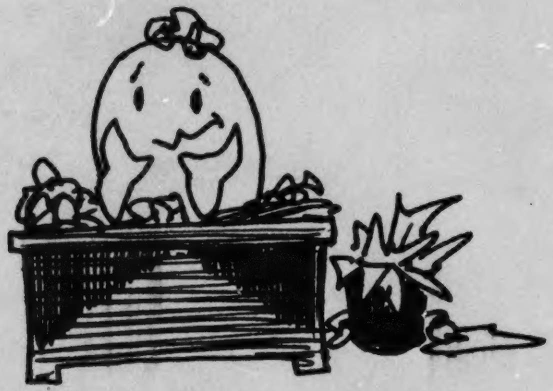
LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Recognize the duties of a copywriter.
2. Explain what steps must be taken to help a new product succeed.
3. Identify necessary items in advertising.
4. Prepare an ad for a particular product.

LEARNING ACTIVITIES

1. Discuss the basic function of a copywriter.
2. Discuss how to get the job, some problems with the work, and the overall working conditions.
3. Fill in Worksheet A.
4. Discuss Worksheet B.
5. Discuss the Information Sheets.
6. Develop an advertisement for a new product.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Turning in Worksheet A completed.
3. Turning in a completed ad.

KEY STEPS IN BRINGING A PRODUCT TO MARKET

1. Market Research - Discover what the consumer wants.
2. Product Research and Development - A new item or product improves existing ones.
3. Manufacturing - Survey and test mass products, consistent high quality at low unit cost.
4. Advertising - Communicates to consumers about benefits of product.
5. Consumers - Responds to market research interviews about wants and needs; product features liked and disliked.

The most important aspect for advertisement or sales effort of a company depends on repeat purchases of the product itself. No matter how persuasive a message, captivating a song or slogan, the product must be something interesting to the consumer. It must command essential repeat sales. Without sales, a company may lose millions of dollars in research, product development, and/or manufacturing.

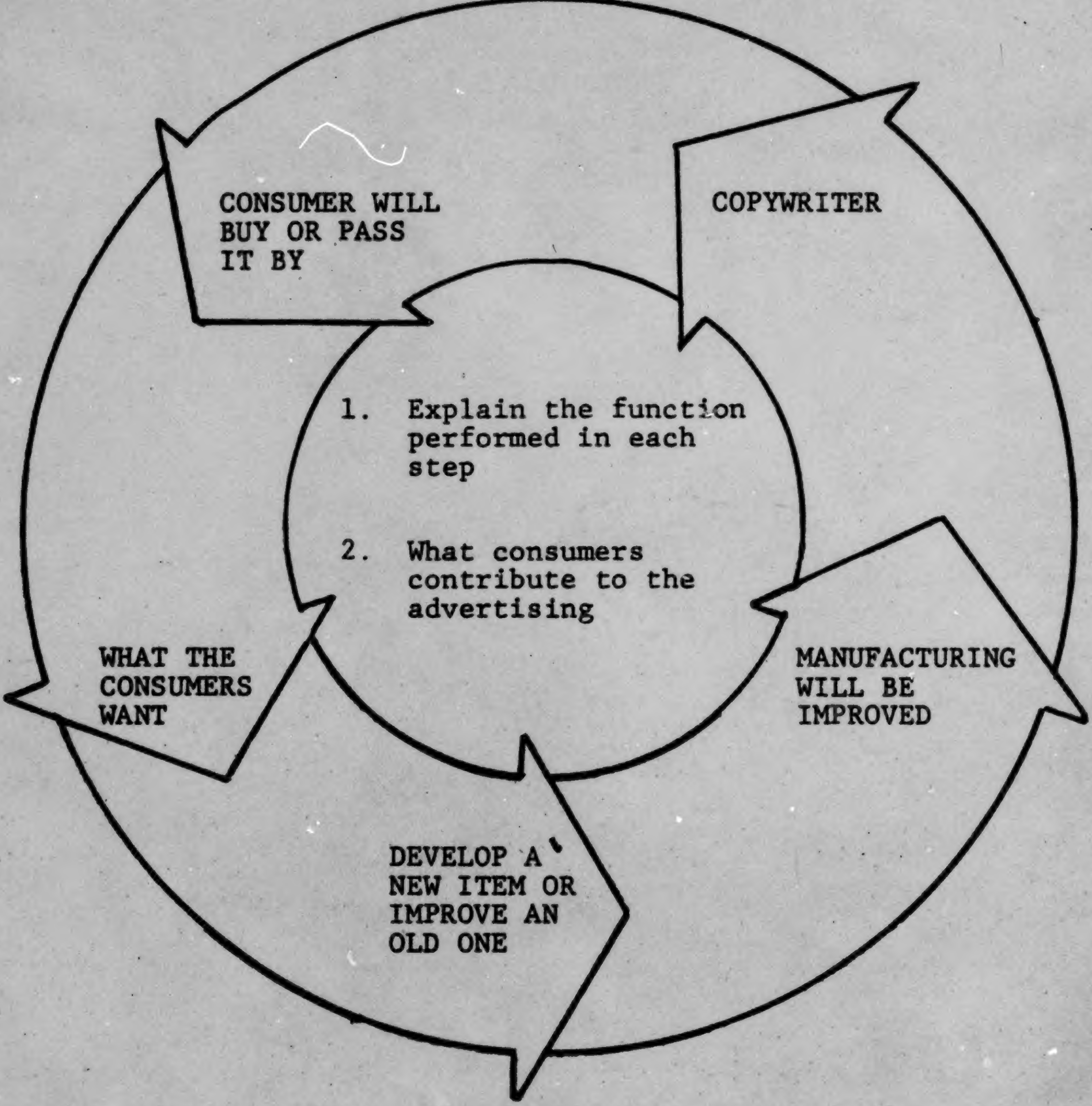
COPYWRITER, STEP-BY-STEP

WORKSHEET A

Steps for Copywriter	This Step Includes
1. Collect Fact	
2. Know Consumers	
3. Creating your Advertising	
4. Working with the Artist	
5. Working with Artist and Publisher	
6. Other Comments	

WORKSHEET B

KEY STEPS A COPYWRITER WILL FOLLOW


CONSUMER WILL BUY OR PASS IT BY
COPYWRITER
WHAT THE CONSUMERS WANT
MANUFACTURING WILL BE IMPROVED
DEVELOP A NEW ITEM OR IMPROVE AN OLD ONE

1. Explain the function performed in each step
2. What consumers contribute to the advertising

CAREER INFORMATION

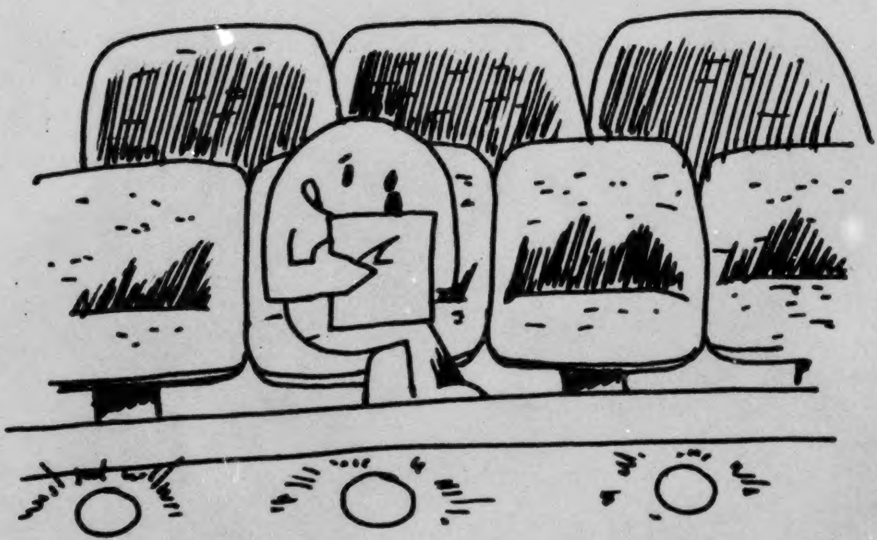
JOB TITLE: Critic	DOT CODE: 131.067-018
DUTIES:	A critic writes critical reviews of literary, musical, or artistic works and performances for broadcast and publication. This includes analyzing factors involved, making comparisons to other works and standards, forming opinions based on knowledge and experience, and presenting oral review when working in broadcasting medium. A critic usually has a field of specialization as art, drama, movie, music, dance, etc.
WHERE EMPLOYED:	A critic works where the publishing or broadcasting is located and where the performances are. This means there are more jobs in metropolitan areas, but there are some full-time critics in medium-sized cities. Opportunities in publishing include working for trade journals, magazines specifically for performers of one art field.
EMPLOYMENT OUTLOOK:	Most available jobs will be replacements due to retirement, death, and/or changes for other places of employment. There is competition among discriminating viewers with writing skills.
EDUCATION AND TRAINING:	A college degree in writing, preferably in journalism is almost a necessity. Some previous experience in writing and proven expertise in one or more specialized areas would be beneficial.
SPECIAL QUALIFICATIONS:	The critic's expertise in the specialization should be recognized and up to date; therefore, a willingness to continue studying may be very important. A critic needs a strong, vivid writing style which reflects confidence in the opinions being communicated. The ability to analyze and judge as objectively as possible should be practiced.

EARNINGS AND ADDITIONAL BENEFITS:

Like that of the news reporter or broadcast commentator equivalent, the critic's salary reflects the amount of experience, the reputation established, and the size of the employing agency. Thus, salary range is wide. Some companies include group insurance, retirement, and vacation with pay in their fringe benefits.

WORKING CONDITIONS/ LIFESTYLE:

Free admission to performances and shows and/or free books may accompany the assignment. In this work, there may be constant pressure as a result of writing deadlines and efforts to influence people's opinions. Working hours may be erratic due to performance times and copy deadline conflicts.



BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Critic	131.067-018
Newswriter	131.267-014
Script Reader	131.267-022
Columnist/Commentator	131.067-010

OCCUPATIONAL TASK: Reviewing a performance

OCCUPATIONAL COMPETENCY: Checking a written review

RESOURCES and/or MATERIALS

1. Sample Review
2. Checklist
3. Instructions for
   A. Vocabulary Exercise
   B. Writing a Headline
   C. Checklist
4. Dictionary
5. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Recognize the use of vivid descriptive words.
2. Understand writing a headline.
3. Determine the factors examined in a review.

LEARNING ACTIVITIES

1. Read the sample review on Worksheet A.
2. Follow the instructions to do the Vocabulary Exercise and write a headline for the sample review.
3. Answer the checklist questions on Worksheet B.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the vocabulary exercise, writing a headline, and answering the questions on the checklist.
2. Completing the Student Attitude Sheet.

WORKSHEET A

Friday's opening of "Give Me Liberty" was a disaster with the exception of one *very good* performance by a theatrical newcomer.

Jane Dickinson is a total delight. The stage--and the production--come alive during Dickinson's all-too-brief *trips* into the general *mess* of Mike Finley's script. Her beauty, *pep*, and *perfect* comic timing are not enough to save the evening, however.

The plot deals with a civil libertarian (hopelessly *acted* by Earl George) who is divorcing his lawyer-wife (Dickinson) because she recently did some work for a very conservative Republican politician. George has himself for a lawyer and is definitely boggling the case (in addition to losing the stage) to Dickinson's bright legal *tricks* as she defends herself. For some unknown reason, she doesn't want to lose the *silly man*.

Mikael Grant's *unusual* unit set is far better than this show deserves and B.C. Coleman's lights are *perfectly* designed and run.

While the show has some possibilities, director Thomas Cornelius failed to capitalize on many of them. The main problem lies in Finley's script, but a talented supporting cast (Sue Whitmore, James Altman, and Gian Marra, especially) if given *more* direction could have saved more spots of the evening.

The show is at the Lentz Theatre. Even Dickinson's *brilliant* performance won't save it. She's almost worth the price of admission but don't worry, we'll be seeing a lot more of her. A play may be dead, but a star has been born.

Rosie Cass, Critic
The Chicago Daily

INSTRUCTIONS

VOCABULARY EXERCISE

As a check on your command of the written language, substitute the vivid descriptive words listed below for the less vivid words which are underlined in the review on Worksheet A. Indicate your substitutions by writing the vivid words above the underlined words in the review.

vivacity

boffo

imaginative

overplayed

dolt

brilliant

impeccable

firm

morass

flawlessly

forays

maneuverings

Finished! Compare your substitutions with those shown in the rewritten review on the following page.

WRITING A HEADLINE

A headline should arouse the prospective reader's interest and state the central idea (what happened).

Write a headline for the review. It may not exceed 30 spaces nor use under 15 spaces. Write the headline above the review on Worksheet A.

*Each printed character or each space between words is counted as one space.

WORKSHEET A with Suggested Substitutions

Friday's opening of "Give Me Liberty" was a disaster with the exception of one brilliant performance by a theatrical newcomer.

Jane Dickinson is a total delight. The stage--and the production--come alive during Dickinson's all-too-brief forays into the general morass of Mike Finley's script. Her beauty, vivacity, and impeccable comic timing are not enough to save the evening, however.

The plot deals with a civil libertarian (hopelessly overplayed by Earl George) who is divorcing his lawyer-wife (Dickinson) because she recently did some work for a very conservative Republican politician. George has himself for a lawyer and is definitely boggling the case (in addition to losing the stage) to Dickinson's bright legal maneuverings as she defends herself. For some unknown reason she doesn't want to lose the dolt.

Mikael Grant's imaginative unit set is far better than this show deserves and B.C. Coleman's lights are flawlessly designed and run.

While the show has some possibilities, director Thomas Cornelius failed to capitalize on many of them. The main problem lies in Finley's script, but a talented supporting cast (Sue Whitmore, James Altman, and Gian Marra, especially) if given firm direction could have saved more spots of the evening.

The show is at the Lentz Theatre. Even Dickinson's boffo performance won't save it. She's almost worth the price of admission, but don't worry, we'll be seeing a lot more of her. A play may be dead, but a star has been born.

Rosie Cass, Critic
The Chicago Daily

INSTRUCTIONS (continued)

CHECKLIST

A critic is knowledgeable in the area of work being reviewed. A critic addresses the work from this background and includes commentary on the various aspects which affect the total impact of the work. Remember, though, a review is one persons's educated opinion.

Worksheet B contains your checklist questions with space for your answers.

the major actors
and actresses of
the pla

WORKSHEET B

CHECKLIST

	Yes	No
1. Do you have reason to believe that the reviewer is familiar with aspects of technical theater; that is, lights, costumes, sets, etc.?	_____	_____
2. Are positive, as well as negative, qualities of the production examined?	_____	_____
3. Does the reviewer give a brief synopsis of the plot?	_____	_____
4. Does the reviewer mention any training or background of personnel involved in the production?	_____	_____
5. Does the reviewer do a detailed review of all cast members?	_____	_____
6. Does the review conclude with a strong wrap-up sentence?	_____	_____

Since a critic is a writer and you're exploring, answer the following questions in complete sentences or paragraphs. You may use the back of this sheet if necessary.

7. Are there any of the above things which you felt should have been included and weren't? If so, what?

8. Are there any of the above things which you felt should not have been included but were? What?

9. Would you want to see this show? Why or why not?

10. If you consider that this is only one person's opinion, would you reconsider the previous answer? Why or why not?

Go to the next page to see the correct answers to the first six questions. You may wish to discuss your answers to the remaining questions with your classmates.

KEY
(Questions 1 - 6)

WORKSHEET B

1. Yes
2. Yes
3. Yes
4. No
5. No
6. Yes

Name ______________________________

Occupational Cluster Communications and Media - Critic

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Learning about the work of a critic					
Working with words					
Writing a headline					
Analyzing a review					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Electrotyper DOT CODE: 974.381-010

DUTIES: An electrotyper fabricates and finishes duplicate electrotype printing plates according to specifications by using hand tools, electroplating equipment, metal casting, trimming, and forthcoming machines. An electrotyper forms a plastic mold of composed type using sheet-molding fiber and a hydraulic press. S/he sprays the mold with a silver solution and immerses it in the plating tank. S/he separates the mold from a plated shell and fills the back of the shell with molten lead to form a plate. S/he removes excess metal from the edges and back of the plate using a power shear and milling machines. Electrotypers examine the plate to detect imperfect formation of halftone dots, lines, and type by using a magnifier, and correct defects using engraver's handtools, punches, and a hammer. S/he mounts the finished plates on wood or metal blocks for flatbed presses, on a curve plate for cylinder presses, and uses a hammer, nails, bonding press, or a plate-curving machine. S/he removes excess metal from nonprinting areas of the plate surface by using a radial or cylindrical routing machine. Lastly, s/he may operate a proof press to obtain proof of plate reproduction and registration.

WHERE EMPLOYED: Many electrotypers work in large plants that print books and magazines. Some electrotypers are employed in service shops that do work for printing firms.

EMPLOYMENT OUTLOOK: Despite the anticipated increase in the volume of printed materials, employment of electrotypers is expected to decline as a result of labor-saving developments.

EDUCATION AND TRAINING:	Electrotypers learn their trade through apprenticeships. The apprenticeship program covers all phases of the work and almost always includes classes in related technical subjects as well as training on the job.
SPECIAL QUALIFICATIONS:	Most workers in these trades require little physical effort since the preparation of duplicate printing plates is highly mechanized. However, some lifting of relatively heavy pressplates may occasionally be required.
EARNINGS AND ADDITIONAL BENEFITS:	Depending upon the location, a beginning electrotyper may expect to make approximately $5.00 an hour.
WORKING CONDITIONS/ LIFESTYLE:	Electrotypers who work with toxic chemicals may be exposed to skin irritations. Some electrotypers work evenings and night shifts. Others may have to work overtime to meet publication deadlines.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

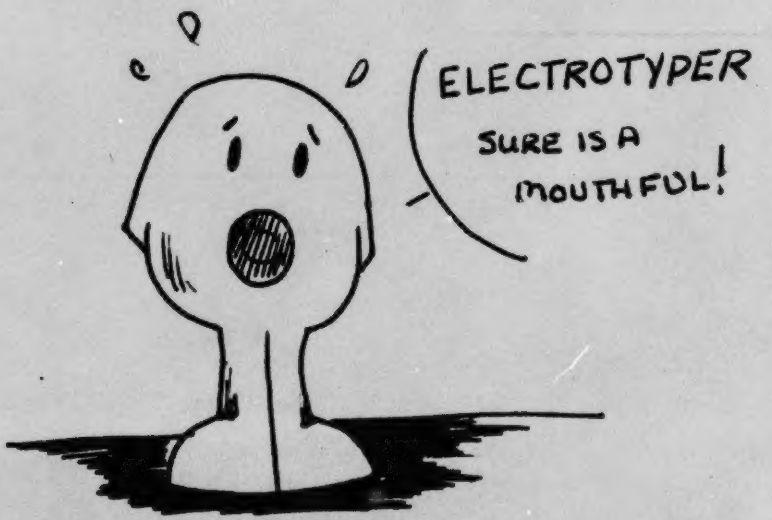
Electrotyper	974.381-010
Electrotyper, Apprentice	974.381-014
Electrotyper, Helper	979.684-026

OCCUPATIONAL TASK: Exploring electrotyping

OCCUPATIONAL COMPETENCY: Becoming aware of a career in electrotyping

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheets A, B, and C
3. Pen or pencil
4. Answer Key
5. Student Attitude Sheet


ELECTROTYPER SURE IS A MOUTHFUL!

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Exhibit an understanding in the field of an electrotyper.

LEARNING ACTIVITIES

1. Read the Career Information Sheet carefully pertaining to an electrotyper.
2. Turn the Career Information Sheet over and, without looking at the sheet, do Worksheet A.
3. When every student is finished with Worksheet A, the teacher will collect it along with the Career Information Sheet.
4. Complete Worksheet B. (The teacher will collect Worksheet B when every student has finished).
5. Complete Worksheet C. (The teacher will collect Worksheet C and write possible answers on the board).

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheets A, B, and C.
2. Completing the Student Attitude Sheet.

WORKSHEET A

DIRECTIONS: Circle "T" if the statement below is True and "F" if it is false.

T F 1. An electrotyper works in the field of publishing.

T F 2. Electrotypers learn their trade through apprenticeships.

T F 3. The outlook for employment of an electrotyper is high.

T F 4. Some lifting of heavy pressplates is required of some electrotypers.

T F 5. Electrotypers can start out making $10.00 an hour.

T F 6. Electrotypers who work with chemicals may have skin irritations.

T F 7. Electrotypers work straight days, no shift work.

T F 8. An electrotyper does not have to work overtime.

T F 9. Many electrotypers work in plants that print books and magazines.

T F 10. Electrotypers do not use hand tools.

T F 11. Electrotypers examine plates for imperfection.

T F 12. An electrotyper separates mold from plated shell and fills back of shell with molten lead to form plate.

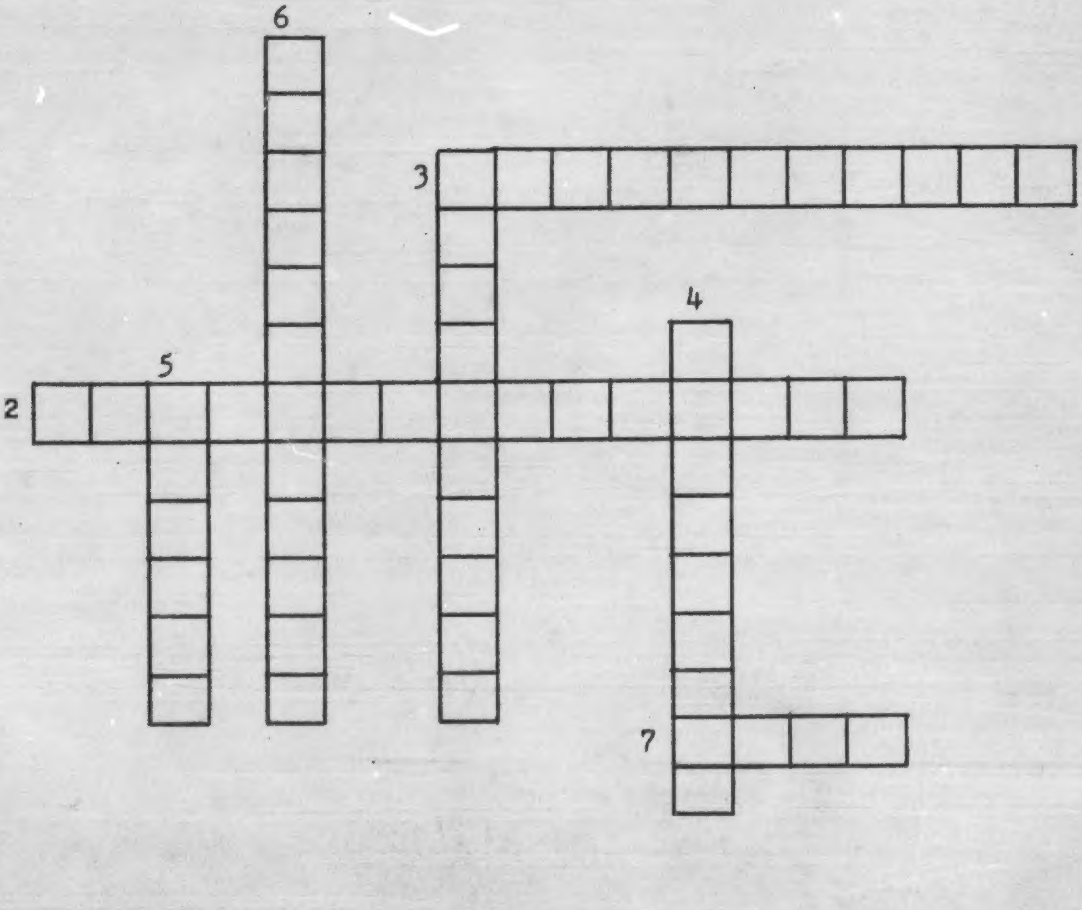
WORKSHEET B

ACROSS

2. Electrotypers learn their trade through ___________.
3. Some lifting of heavy ___________ is required of an electrotyper.
7. An electrotyper separates mold from plated shell and fills back of shell with molten ___________ to form plate.

DOWN

3. Electrotypers work in the field of ___________.
4. Electrotypers who work with ___________ may have skin irritations.
5. Many electrotypers work in ___________ that print books and magazines.
6. Electrotypers examine plates for ___________.



WORKSHEET C

ELECTROTYPE PUZZLE

E

L

E

C

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R

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P

E

Write the name of a term that begins with one of the above capital letters; that term should be associated with an electrotyper. You will earn three points if it is the first letter of the word and one point if it is used within the word.

Score your work:

______ x 3 = ______

______ x 1 = ______

TOTAL

ANSWER KEYS

Worksheet A

1. True
2. True
3. False
4. True
5. False
6. True
7. False
8. False
9. True
10. False
11. True
12. True

Worksheet B

ACROSS
2. apprenticeships
3. pressplates
7. lead

DOWN
3. publishing
4. chemicals
5. plants
6. imperfection

Worksheet C

Some possible answers are:

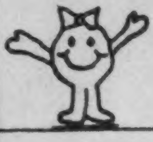
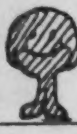
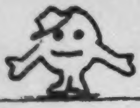
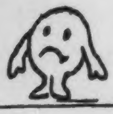
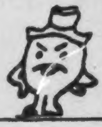
E - equipment, trade
L - lead, lifting
E - examine, trade
C - chemicals, occupation
T - tools, trade, lifting, employment
R - radial, trade
O - occupation, outlook
T - trims, training
Y - employment
P - plates, plastic, press, plants
E - employment, lead, press

Name ____

Occupational Cluster Communications and Media - Electrotyper

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading about an electrotyper					
Doing puzzles on an electrotyper					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

____

____

CAREER INFORMATION

JOB TITLE: Galley Stripper DOT CODE: 973.681-010

DUTIES:	A galley stripper uses drafting and cutting instruments to cut out and arrange material in preparing a page layout. (This is a page with the material arranged exactly as it will appear in a newspaper, magazine, etc.) S/he measures and marks the page according to the arrangement desired, and then cuts the material and places it on the sheet. If necessary, s/he cuts out and removes errors and makes corrections or alterations.
WHERE EMPLOYED:	Employment opportunities are available in newspaper plants, commercial printing plants, book and magazine printers, and Federal, State, and local government agencies. Although most job opportunities are concentrated in large cities, printing is done, to some extent, in almost every community in the country.
EMPLOYMENT OUTLOOK:	The job market for beginning workers looks good. The increased demand for printed material will probably result in the demand for more workers in this field.
EDUCATION AND TRAINING:	A high school education is required and some training from a vocational or technical school is desirable. Some employers may require new employees to complete a two-four year apprenticeship program so that they can become familiar with all aspects of the trade.

SPECIAL QUALIFICATIONS:	Some important qualifications for workers include: artistic ability, patience, dedication, and precision.
EARNINGS AND ADDITIONAL BENEFITS:	The average minimum hourly rates are above the average paid to non-supervisory workers in private industry.
WORKING CONDITIONS/ LIFESTYLE:	Working conditions are generally pleasant. The work area is usually well-lighted and air-conditioned. Workers normally work an 8-hour day but may work overtime to meet publication deadlines.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Galley Stripper	973.681-010
Camera Operator	972.382-014
Stripper	971.281-014
Linotype Machine Operator	650.582-010

OCCUPATIONAL TASK: Exploring the occupation of galley stripper

OCCUPATIONAL COMPETENCY: Understanding the duties of galley stripper

RESOURCES and/or MATERIALS

1. Glue
2. Scissors
3. Rulers
4. Worksheets A and B
5. Direction Sheets
6. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify the duties of a galley stripper.
2. Understand the qualifications for this type of work.
3. Determine whether you would like this type of work.

LEARNING ACTIVITIES

1. Participate in a class discussion of the Career Information Sheet.
2. Complete Worksheet A by writing the duties of a galley stripper in the blank beside each illustration.
3. Read and complete steps 1-5 on the Directions For Measuring and Marking the Layout Pages.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

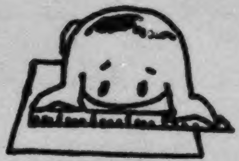
1. Participating in class discussion.
2. Completing Worksheets A and B.
3. Completing the Student Attitude Sheet.

PEEP WINS
SALE

WORKSHEET A

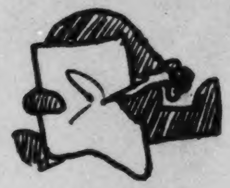
Peep is performing some of the duties of a galley stripper in the illustrations below. Can you write the name of the duty on the line beside each illustration?

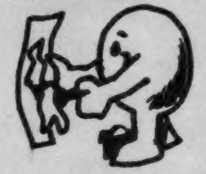
1. ________________________



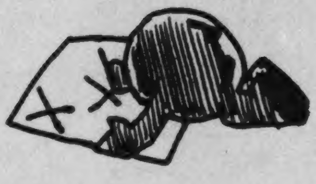
2. ________________________

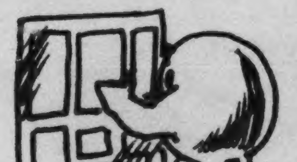
3. ________________________





4. ________________________





5. ________________________

DIRECTIONS FOR MEASURING AND MARKING THE LAYOUT PAGE

1. In the upper left corner of Worksheet B (clean sheet of paper), find the point that is ½ inch down from the top edge of the paper and hold your pencil at that point until you move the ruler around and measure ½ inch in from the left side of the paper. Move your pencil to the point that is ½ inch down and ½ inch across and make a light pencil mark (.). See figures 1 and 2.

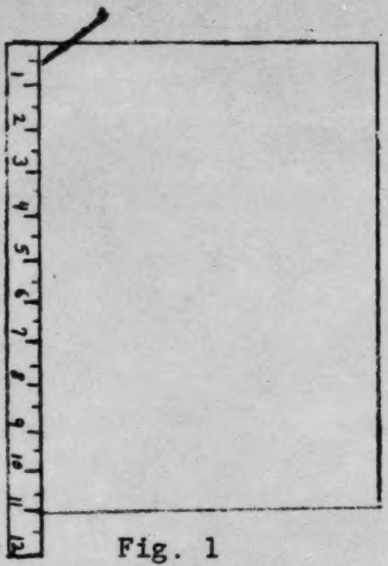


Fig. 1

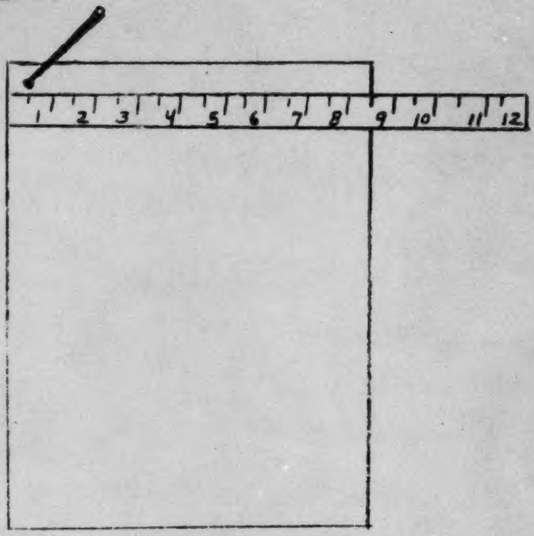


Fig. 2

2. Follow the procedure given in number one above and measure and mark each of the three remaining corners of the paper. See figure 3.

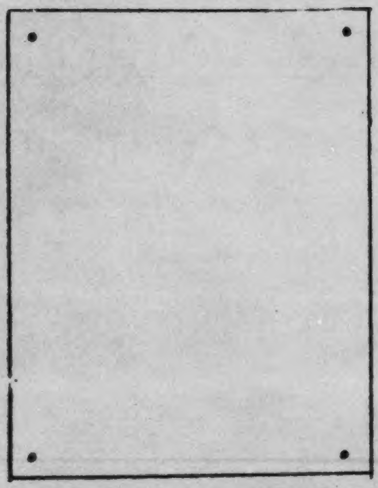
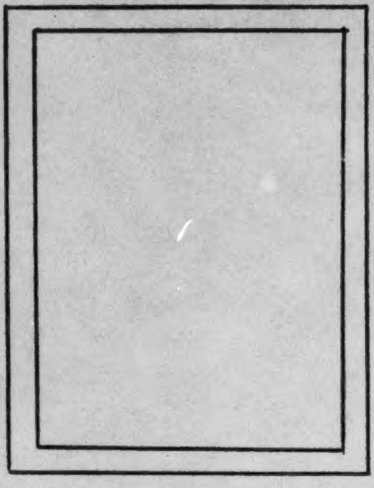


Fig 132

DIRECTIONS (Continued)

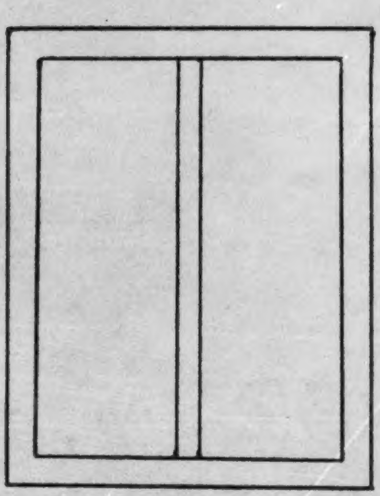
3. Using the ruler, draw a straight line from dot to dot so that your paper looks like the one in figure 4.

Fig. 4



4. Place the ruler even with the left edge of the paper and lay it along the line you drew at the top of the paper. Put a pencil mark (.) on the 4 inch line and one on the 4½ inch line. Repeat this procedure using the line at the bottom of the page. Then, using the ruler, draw a straight line from the 4 inch mark (.) at the top of the page to the 4 inch mark (.) at the bottom of the page. Repeat this procedure and draw a line between the two 4½ inch marks. See figure 5.

Fig. 5



5. Cut out the blocks on Worksheet C and arrange them in an attractive layout and paste them in areas A and B on Worksheet B. You may arrange them either vertically or horizontally in any order you wish within areas A and B.

WORKSHEET B

134

KEY

WORKSHEET B

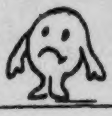
A (Arrangements will vary)		B

Name ______________________________

Occupational Cluster Communications and Media - Galley Stripper

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Participating in class discussion					
Listing the duties on Worksheet A					
Completing Worksheet B					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION

JOB TITLE: Interpreter DOT CODE: 137.267-010

DUTIES:

Interpreters help people overcome language barriers by translating what is being said in one language into a language that the listener can understand. Sometimes, the interpreter translates what is being said in one language as the speaker continues to talk in another. However, the speaker and the interpreter may take turns speaking to translate the languages. Interpreters often work in a glass-enclosed booth from which they can see the speaker. While listening through earphones to what is being said, they give the translation by speaking into a microphone.

WHERE EMPLOYED:

The largest concentration of full-time interpreters in the United States is at the United Nations in New York. Other international organizations that employ regular staff interpreters include the Organization of American States, the International Monetary Fund, the Pan American Health Organization, and the World Bank. All are found in Washington, D.C.

There are also jobs for freelance interpreters, many of whom serve as escort interpreters for foreign visitors to the United States. Other freelance interpreters work at international conferences, or work for business firms.

EMPLOYMENT OUTLOOK:

Interpreters make up a very small occupational group in the United States, and competition for jobs is great. Little change is expected in the number of full-time interpreters. Most opportunities should result from the need to replace workers who die, retire, or leave their jobs for other reasons. Only highly qualified applicants will find jobs.

The demand for interpreters in Europe is far greater than in the United States.

EDUCATION AND TRAINING:

A university education usually is essential. A complete command of at least two languages generally is required. Interpreters who work at the United Nations must know at least three of the six official U.N. languages.

Besides being proficient in languages, interpreters are expected to be generally well-informed on a broad range of subjects, often including technical subjects such as medicine or scientific or industrial technology.

SPECIAL QUALIFICATIONS:

People interested in becoming interpreters should be articulate speakers and possess good hearing. The exacting nature of this profession requires quickness, alertness, and a constant attention to accuracy. Honesty, tact, and discretion are very important.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries of interpreters depend upon the type of interpreting done as well as the ability and performance of the individual. Outstanding U.N. interpreters can expect to earn a very high salary.

In the freelance field, interpreters are paid on a daily basis.

WORKING CONDITIONS/ LIFESTYLE:

The conditions under which interpreters work vary widely. In freelancing, there is little job security. Although the hours interpreters work are not necessarily long, they are often irregular. In some cases, a great deal of travel to a wide variety of locations is required.

The work involves a variety of topics and situations. Interpreters may either work at the United Nations, find themselves in a courtroom, or escort foreign leaders and/or business people visiting the United States.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

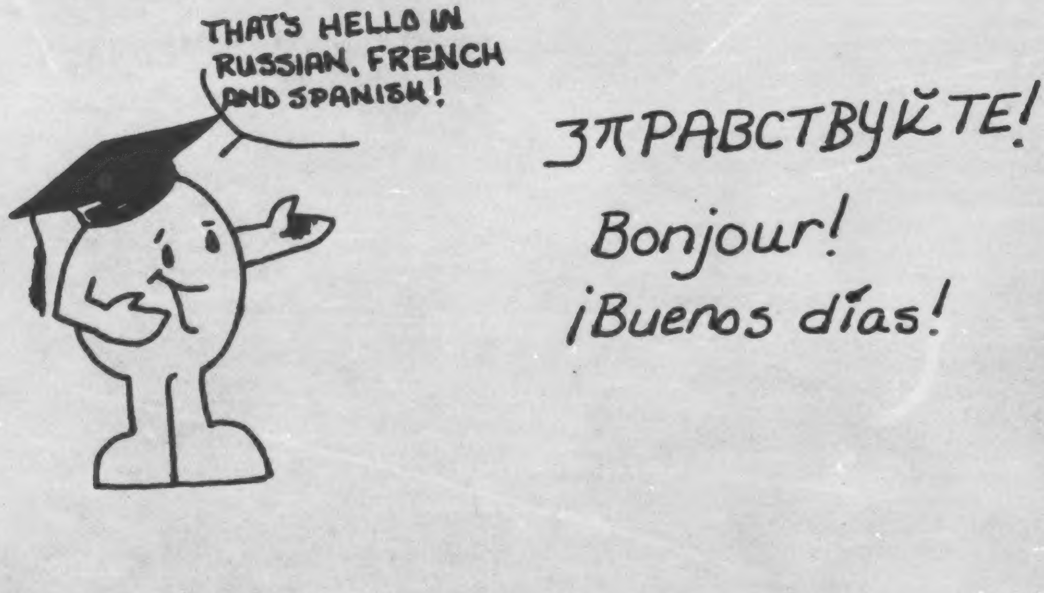
REPRESENTATIVE JOB TITLE: Interpreter 137.267-010

OCCUPATIONAL TASK: Exploring the job of an interpreter

OCCUPATIONAL COMPETENCY: Translating French, Spanish, and Russian sentences into English

RESOURCES and/or MATERIALS

1. Information Sheet of word translations to be used with the Worksheet.
2. Worksheet of three statements written in French, Spanish, and English.
3. Student Attitude Sheet


THAT'S HELLO IN RUSSIAN, FRENCH AND SPANISH!
3πPABCTByKTE!
Bonjour!
¡Buenos días!

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of an interpreter.
2. Translate the French, Spanish, and Russian statements into English.
3. Decide if you are interested in becoming an interpreter.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for an interpreter.
2. Using the Information Sheet, complete the worksheet by translating the statements written in French, Spanish, and Russian into English.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Worksheet and submitting it to your teacher.
2. Completing the Student Attitude Sheet.

INFORMATION SHEET TO BE USED WITH WORKSHEET

Foreign Words	Translation	Foreign Words	Translation
La Mayoría	The majority	aide à	helps
se comprendre	each other understand	хорошо	well
студентам	For students	en	in
L'interprète	The interpreter	имеющие	possessing
языков	languages	deux	2
de	of	trabajadores	workers
personnes	people	стать	to become
только	only	qui	who
esos	these	Nueva	New
нужно	it is necessary	York	York
Naciones	Nations	des cultures	cultures
работу	work	los	the
différentes	different	рабочие	workers
Unidos	United	знать	to know
квалификации	qualifications	ont	have
des langues	languages	высокие	high
найдут	find	et	and
несколько	several	están	are
mieux	better	желающие	desiring
a	at		
переводчиком	interpreters		

WORKSHEET

Using the information sheet, translate the following French, Spanish, and Russian statements into English. Write your translation in the blank provided under the word or phrase.

français (French)

L'interprète aide à deux personnes

__________ ______ _____ __________

qui ont des langues et des cultures

____ _____ __________ ____ __________

différentes se comprendre mieux!

__________ __________ __________!

español (Spanish)

La mayoría de esos trabajadores están

__________ ____ _____ __________ ______

en los Naciones Unidos a Nueva York!

____ _____ ________ ________ ____ ____ _____!

Русский язык (Russian Language)

Только рабочие имеющие высокие

__________ __________ __________ __________

квалификации найдут работу! Студентам,

__________ __________ __________! __________

желающие стать переводчиком, нужно

__________ __________ __________, __________

хорошо знать несколько языков.

__________ __________ __________ __________.

KEY

WORKSHEET

Using the information sheet, translate the following French, Spanish, and Russian statements into English. Write your translation in the blank provided under the word or phrase.

français (French)

L'interprète	aide à	deux	personnes	
The interpreter	helps	two	people	
qui	ont	des langues	et	des cultures
who	have	languages	and	cultures
différentes	se comprendre	mieux!		
different	each other understand	better !		

español (Spanish)

La mayoría	de	esos	trabajadores	están		
The majority	of	these	workers	are		
en	los	Naciones	Unidos	a	Nueva	York!
in	the	Nations	United	at	New	York !

Русский язык (Russian Language)

Только	рабочие	имеющие	высокие
Only	workers	possessing	high
квалификации	найдут	работу	Студентам,
qualifications	find	work !	For students
желающие	стать	переводчиком	нужно
desiring	to become	interpreters,	it is necessary
хорошо	знать	несколько	языков.
well	to know	several	languages .

Name ______________________________

Occupational Cluster Communications and Media - Interpreter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Learning about the duties of interpreters					
Translating the sentences					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION

JOB TITLE: Layout Artist DOT CODE: 141.061-018

DUTIES:

A layout artist arranges and prepares printed matter for reproduction. They are responsible for planning layouts so the printed materials will attract attention, be easy to read, and produce a pleasing visual impression. They prepare preliminary worksheets of the layout showing the placement of copy, headings, and illustrations and submit them for approval. After the preliminary worksheets have been approved, guidelines for the production paste-up are noted on the final layouts or worksheets.

WHERE EMPLOYED:

Layout artists are employed by printing plants, publishing firms, and advertising agencies. The majority work in large cities. A few teach in art schools.

EMPLOYMENT OUTLOOK:

The demand for layout artists is high due to the steady increase of printed matter to be prepared for reproduction. Employment opportunities are best for applicants who have specialized art training and a knowledge of printing and production processes.

EDUCATION AND TRAINING:

During high school, a college entrance program is recommended for students interested in becoming layout artists. Courses in English, art, mass media, and all the printing and other graphic arts subjects should be included. Working on the school newspaper or yearbook staff or making posters to publicize school and community events could help gain knowledge in the fundamentals of layout.

Training for this career is often obtained in high schools, vocational/technical schools, special art schools, and junior and senior colleges offering programs or courses in commercial art, advertising, design, printing layout, typesetting, and book design, etc.

Many layout artists receive their training through formal apprenticeships or informal on-the-job training programs. Printing apprenticeships usually require from four to six years to complete and provide training in all phases of layout work. Those completing informal on-the-job training learn the trade by working under the supervision of experienced layout artists for several years.

SPECIAL QUALIFICATIONS:

Artistic aptitude, creativity, imagination, and an interest in graphic arts may be useful to persons employed as layout artists. Layout artists should get along well with others and be able to express themselves clearly, both orally and in writing. Persons considering this occupation should be able to concentrate, sit for long periods of time, and accept criticism of their work. They should be emotionally stable, resourceful, patient, neat, and accurate in their work. Layout artists must have good eyesight, depth perception, color discrimination, and eye-hand coordination.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of layout artists will vary according to the size, type, and geographical location of employment, and the experience and ability of the individual. Those having professional training should earn higher wages.

Work schedules of layout artists average between 35 and 40 hours a week. Overtime may be required at times for which workers usually receive one and a half or double their regular hourly wage.

Fringe benefits provided by employers usually include vacations with pay and holidays, medical and life insurance, sick leave allowances, and some type of pension plan.

WORKING CONDITIONS/ LIFESTYLE:

Work surroundings of most layout artists are modern, well-lighted, and ventilated. In some printing plants and publishing firms, work areas may be located near printing presses, folders, and other printing equipment which are quite noisy while they are in operation. However, layout departments in many firms are separated from printing and production areas.

Layout artists sit or stand for long periods of time at paste-up tables or drawing boards, and use equipment and supplies such as triangles, parallel rules, air brushes, pens, etc. They frequently consult with editors, advertising workers, typesetters, camera operators, and printers.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Layout Artist	141.061-018
Letterer	979.681-010
Process Artist	972.281-010

OCCUPATIONAL TASK: Arranging and preparing printed matter on a page

OCCUPATIONAL COMPETENCY: Planning a layout of the printed matter so that the printed materials will attract attention, be easy to read, and produce a pleasing visual image

RESOURCES and/or MATERIALS

1. Student Information Sheet
2. Student Instruction Sheet
3. Copies of different community newspapers (if possible)
4. Printed materials for layout
5. Scissors and stapler
6. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Arrange and prepare a layout using the four basic rules of layout design.
2. Determine if you are interested in becoming a layout artist.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a layout artist.
2. Read the Student Information Sheet to help you understand how copy is arranged and prepared on a page.
3. Read the Student Instruction Sheet and using the printed materials given, prepare a one-page layout.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting the layout to the teacher.
2. Completing and submitting the Student Attitude Sheet to the teacher.

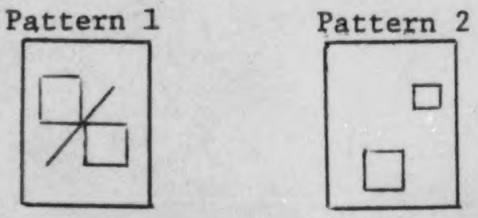
STUDENT INFORMATION SHEET

A layout artist arranges and prepares printed matter for reproduction. They use what is called a "dummy" sheet to plan the placement of the copy, headings, and illustrations on a page. In other words, a layout artist must first make a rough draft. This entails writing and rewriting headlines, editing stories, reducing and enlarging photographs so that all items fit the page.

Layout design is a combination of position, dark and light shades, and white space. To fully understand layout design, one must work with it constantly over a period of time. There are four basic rules that layout artists follow.

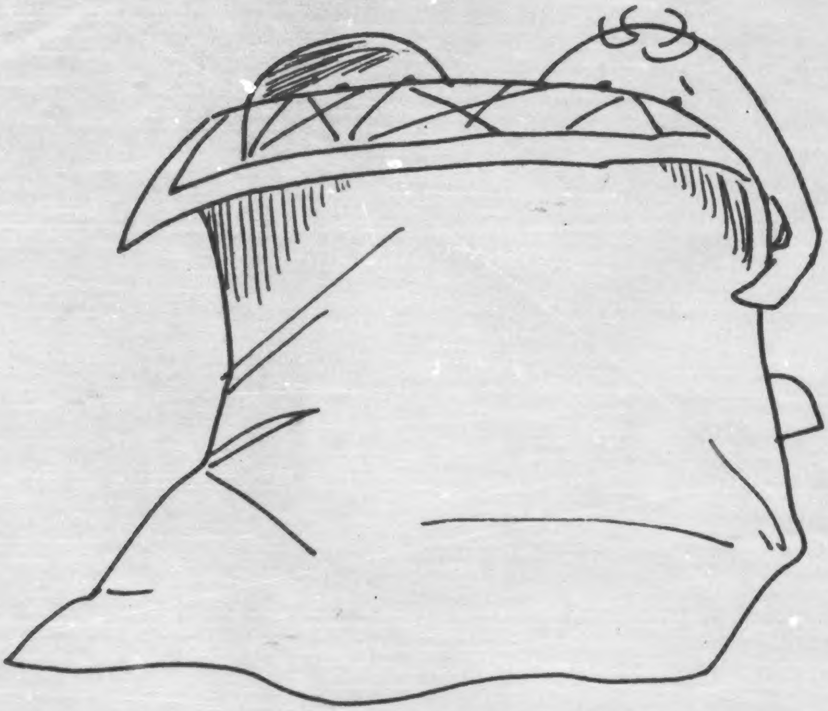
First, they consider having at least one graphic on a page other than plain copy. A picture, drawing, cartoon, map, or sketch may help to offset the copy.

Second, they arrange graphics in one of two patterns (a) diagonal from each other or (b) larger cuts at the bottom getting smaller and to the right as they rise to the top.



Third, they use darker headlines and pictures near the outside border of the pages, and use lighter headlines and pictures surrounded by print, dark spaces or boxes. Readers have a tendency to just read the middle section of a page. If darker headlines are used on the outside edges of the page, it may help to attract more readers.

Fourth, they do not place headlines next to each other.



STUDENT INSTRUCTION SHEET

You are to assume that you are employed by The Daily Review as a layout artist. Using the printed materials given and following the four basic rules of layout design, arrange and prepare a layout for the front page for the Saturday morning edition of The Daily Review on an 8½" x 11" sheet of paper.

Look at the printed materials provided. There are three different flags and datelines provided. A flag is a term used by newspaper people and defined as something used like a flag placed at the top to signal or attract attention. You will use just one style--the one that you like best. All of the articles provided must appear on the front page of your layout, except the ones that are labeled as "extras". The extra articles can be used to fill in empty spaces. For each news article, you will have a choice of different headline styles to use. Photographs are provided for two of the articles. When you finish this exercise, the front page of your layout must consist of one flag and dateline, Article 1, Article 2, Article 3, Article 4, and the Index.

You may add additional art designs on the page if you prefer. It will be up to you. It will be your layout for the front page of The Daily Review. Be creative!

Before you begin to prepare your layout, look through some daily newspapers. Look at the arrangement of the copy, headings, and illustrations. Notice how the copy is arranged in columns. Look at the space between the columns. Notice that the type in each column ends at the same point.

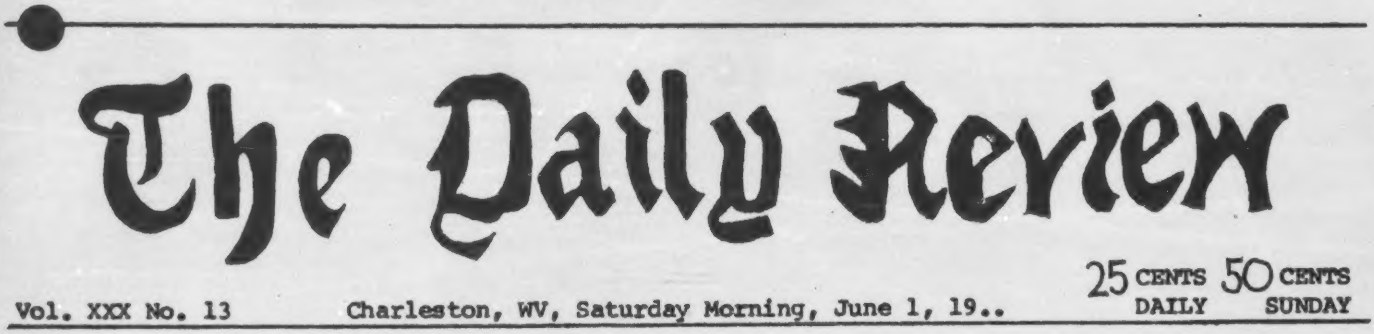
Now, cut out all of the printed materials given. Each article, headline, and picture has been boxed in. Cut each out on the boxed lines. Using the printed materials given and following all of the guidelines mentioned on the Student Information Sheet and on this sheet above, decide where you want each article, headline, picture, etc., to appear on the page. After you have placed and arranged the materials on the page, staple the materials to the 8½" x 11" sheet of paper.

*Helpful Hints: The articles can be used as one piece down the page or cut at paragraph endings to produce two pieces side by side on the page.

The articles, headings, and pictures can be trimmed to fit the page if necessary.

Leave space between your columns. There is enough space on the 8½" x 11" sheet of paper for four columns.

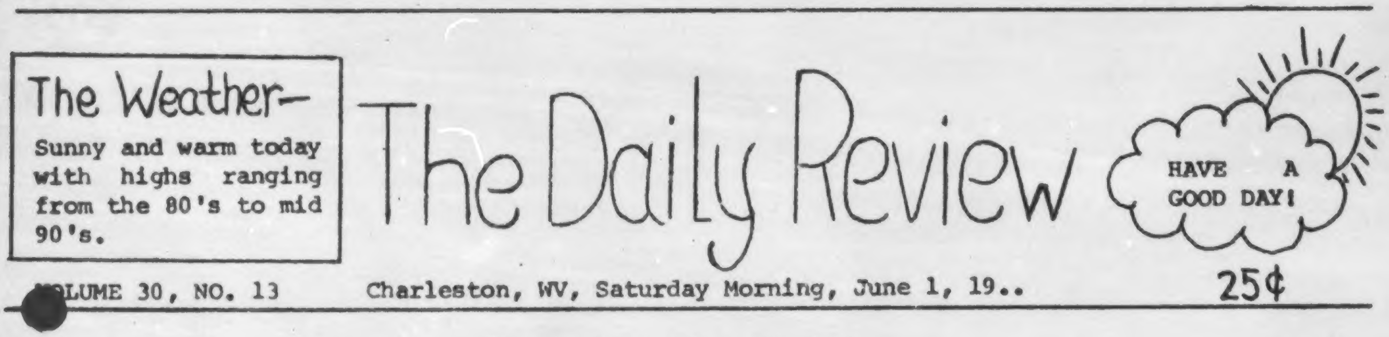
PRINTED MATERIALS



The Daily Review

Vol. XXX No. 13 Charleston, WV, Saturday Morning, June 1, 19.. 25 CENTS DAILY 50 CENTS SUNDAY

Flag and Dateline--Style 1



The Weather--

Sunny and warm today with highs ranging from the 80's to mid 90's.

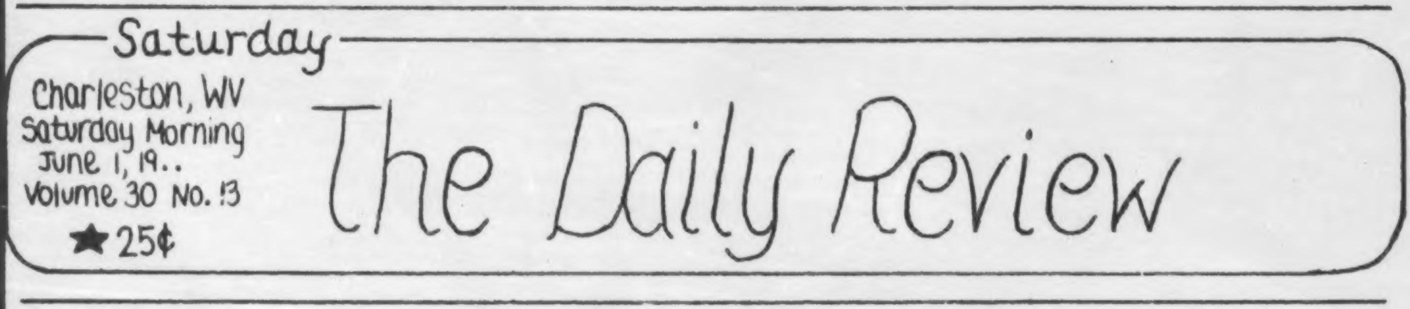
The Daily Review

HAVE A GOOD DAY!

25¢

VOLUME 30, NO. 13 Charleston, WV, Saturday Morning, June 1, 19..

Flag and Dateline--Style 2



Saturday

Charleston, WV
Saturday Morning
June 1, 19..
Volume 30 No. 13
★ 25¢

The Daily Review

Flag and Dateline--Style 3

PRINTED MATERIALS

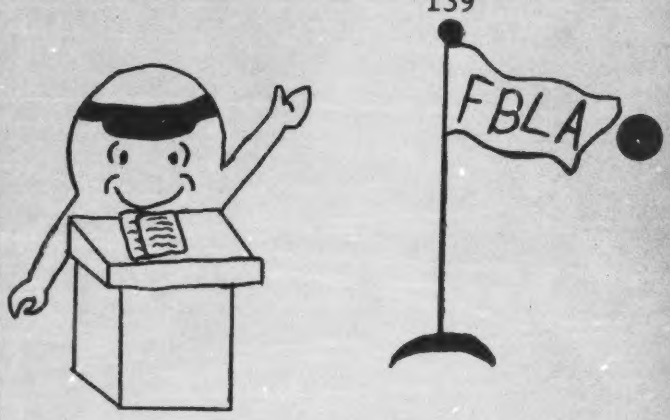
Article 1

Peep spoke before an audience of 75 FBLA students and sponsors on Career Awareness at the annual FBLA banquet. The banquet was held at the Sunshine Vocational School, Tuesday, at 6:30 p.m.

Peep, FBLA students and sponsors enjoyed a delicious meal of turkey and dressing, green beans, mashed potatoes, tossed salad, rolls, tea, and apple pie.

After the dinner, Peep discussed the importance of students being aware of the many different careers that can be pursued.

Peep ended the meeting by challenging the students to continue to be active leaders of FBLA at school and out in the community.



PEEP SPEAKING BEFORE A LARGE GROUP OF FBLA STUDENTS AND SPONSORS

PEEP is Guest Speaker

PEEP is Guest Speaker

PEEP is Guest Speaker

PEEP is GUEST SPEAKER

Photograph and headline styles for Article 1

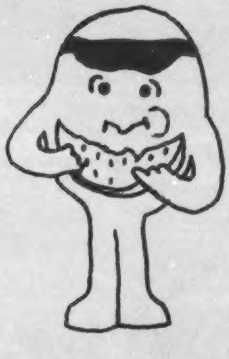
If you think that it is possible for you to eat more watermelon than anyone else in one hour, you should enter the Watermelon Contest. The contest is being sponsored by the EAT-MORE Market and is to be held Saturday, July 4, at 1:00 in the evening, in front of the Youth Center. Entry fees are as follows: $2.00 for adults; $1.00 for ages 12-18; 25¢ for children under 12. The winner will receive a one-year supply of pizza burgers.

Article 2

ENTER NOW

Enter Now

ENTER NOW



Yum! Yum!

Photograph and headline styles for Article 2

Article 3

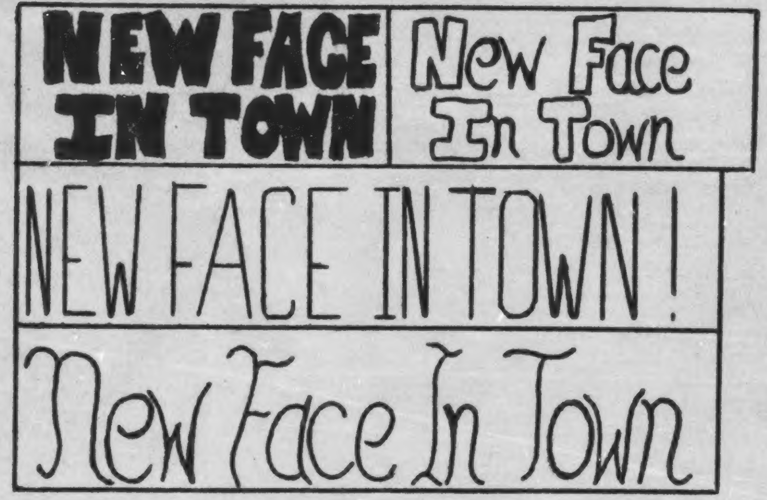
The Daily Review has added a new writer to the staff. Rachel Winfield has begun her first week of work as a reporter for the Daily Review.

Miss Winfield's primary responsibilities will be covering the school events and sports in the surrounding areas.

Her prior experience includes work as a reporter-photographer for the Globe Tribune.

She received her bachelor of arts degree with a major in journalism from Marshall University.

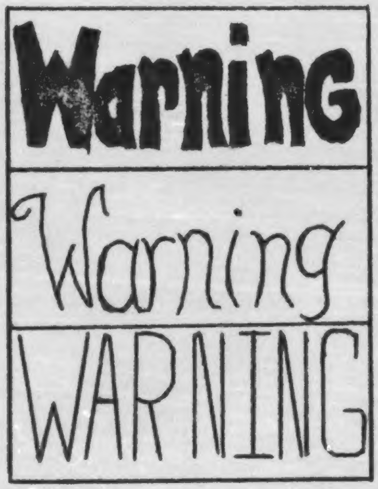
Miss Winfield resides at Sherwood Park.


NEW FACE IN TOWN
New Face In Town
NEW FACE IN TOWN!
New Face In Town

Headline styles for Article 3

It has been determined that attending school regularly will help to lead you to success.

Article 4


Warning
Warning
WARNING

Headline styles for Article 4

Good Morning

INDEX

Business	2
Classified	3
Comics	10
Crossword	10
Dear Abby	9
Editorials	2
Obituaries	4
Sports	2
TV	3
Weather	9

"EXTRAS"

***

A bad habit is like a comfortable bed: easy to get into but difficult to get out of.

***

Failure is not defeat until you stop trying.

***

When we put off today's tasks, we add to tomorrow's burdens.

***

The only time success comes before work is in the dictionary.

***

How can you find time to do it over if you can't find time to do it right.

***

One never repents of having spoken too little, but often of having spoken too much.
--Philippe De Commynes

***

Not one person in a thousand can keep his hands in his pockets while giving directions.
--Bits & Pieces

***

In any given meeting, when all is said and done, 90 percent will be said--10 percent will be done. --Orben's Current Comedy

***

Sometimes men come by the name of genius in the same way as insect comes by the name of centipede--not because it has 100 feet but because most people can't count above 14.
--Georg C. Lichtenberg

***

No one can make you feel inferior without your consent.
--Eleanor Roosevelt

Name ______________________________

Occupational Cluster Communications and Media - Layout Artist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the Career Information Sheet					
Cutting out the printed materials					
Arranging the printed materials on the page					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION

JOB TITLE: Lithographic Plate-Maker DOT CODE: 972.381-010

DUTIES:	Lithographic plate-makers photograph material which is to be printed and make a metal plate from the photograph. They may use chemicals and prepare this plate by hand, or they may use a machine which will do the work automatically. If a machine is used, the plate-maker is responsible for operating and maintaining the machine to insure that plates are of high quality.
WHERE EMPLOYED:	Lithograph workers may find employment in all parts of the country, but most are located in large cities. They may work for the United States Government, commercial printing plants, newspapers, book, and/or magazine printers.
EMPLOYMENT OUTLOOK:	Due to the continued growth of offset printing, job opportunities in this field should be fairly plentiful. In fact, employment of lithographers is expected to increase faster than the average for other occupations during the next several years.
EDUCATION AND TRAINING:	Many employers prefer to hire applicants who have completed high school and have some training from a vocational or technical school. A four or five-year apprenticeship program is usually required in order to help the apprentice become familiar with all lithographic operations. Classes in high school that would be helpful to those interested in lithography are: photography, journalism, art, mathematics, chemistry, and physics.
SPECIAL QUALIFICATIONS:	Lithographic workers must have good vision and good color perception. They must pay particular attention to detail and have the patience to see a job through.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings vary according to the duties performed and the geographic location of the work place. The average minimum hourly rates are about twice the average for all nonsupervisory workers in private industry.

WORKING CONDITIONS/ LIFESTYLE:

Working conditions are generally pleasant. The work area is usually well-lighted and air conditioned.

Lithographers normally work a regular 8-hour day, but sometimes have to work overtime to meet publication deadlines.

The work is physically demanding, as many jobs require workers to be on their feet most of the time. As new and better developments in equipment and procedures continue to materialize, the work is becoming less taxing to one's physical well-being.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Lithographic Plate-Maker	972.381-010
Process Artist	972.281-010
Process Stripper	972.281-014
Scanner Operator	972.282-010

OCCUPATIONAL TASK: Exploring lithography

OCCUPATIONAL COMPETENCY: Understanding the work of lithographers

RESOURCES and/or MATERIALS

1. Worksheets A and B
2. Newspapers
3. Student Attitude Sheet
4. Dictionary of Occupational Titles

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify the duties of a lithographic plate-maker.
2. Have a knowledge of the employment opportunities in lithography.
3. Understand the qualifications for this type of work.
4. Determine whether you would like this type of work.

LEARNING ACTIVITIES

1. Participate in a class discussion of the Career Information Sheet and Worksheet A.
2. Separate into groups of 4 or 5 to a group.
3. Study a daily newspaper and make a list of the various sections of the newspaper on Worksheet B.
4. Make a list of the various duties that are performed in publishing a paper. (Example: getting the story)
5. Make a list of the different job titles involved in publishing a newspaper on Worksheet B. You may consult the Dictionary of Occupational Titles providing one is available.
6. Contribute to a master list of job titles which will be written on the chalkboard.
7. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

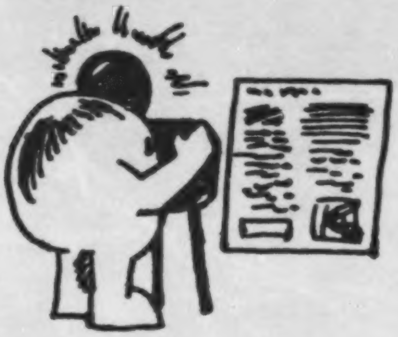
Your evaluation will consist of:

1. Participating in class discussion.
2. Completing Worksheets A and B.
3. Completing the Student Attitude Sheet.

WORKSHEET A

To understand the duties of a lithographic plate-maker, one must first gain some insight into this method of printing. It is a process of:

1. Photographing the material to be printed.



2. Making an inked plate from the photograph and pressing the inked plate against a rubber plate to transfer the image to the rubber plate.

3. The copy paper is then brought into contact with the rubber plate which transfers the image onto the paper.

WORKSHEET B

Study a daily newspaper and make a list of the various sections of the paper. Number 1 is given as an example.

1. Sports

Make a list of the various duties that are performed in publishing a newspaper. Number 1 is given as an example.

1. Getting the story

Make a list of the different job titles involved in publishing a newspaper. Consult the Dictionary of Occupational Titles providing one is available. Number one is given as an example.

1. Editor

KEY

WORKSHEET B

Answers will vary. Some suggestions are:

1. Sports
2. Editorial
3. Close-up
4. Obituaries
5. Lifestyles
6. Dear Abby
7. Comics
8. Classified ads.

1. Getting the story
2. Getting pictures
3. Writing the story
4. Making the layout pages
5. Making the plate for the offset
6. Proofreading the copy
7. Getting the paper to the public

1. Editor
2. Lithographic plate-maker
3. Process artist
4. Process stripper
5. Scanner operator
6. Cartoonist
7. Columnist
8. Circulation clerk
9. Communications manager
10. Copy reader
11. Offset-press operator
12. Manager(s)

Name ______________________________

Occupational Cluster Communications and Media - Lithographic Plate-maker

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Class discussion					
Completing Worksheet A					
Completing Worksheet B					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION

JOB TITLE: Newspaper Editor DOT CODE: 132.017-014

DUTIES: The newspaper editor formulates editorial policy and directs operation of the newspaper; works with heads of advertising, production, and circulation to develop operating procedures; appoints department heads and supervises work of the departments. S/he writes editorials or notifies editorial writers of position on specific public issues; reviews financial reports and takes appropriate action, and represents publication at professional functions.

WHERE EMPLOYED: Wherever there is a newspaper, there is an editor. In a small town with a small weekly newspaper, the editor assumes many jobs. Large cities have rival newspapers competing for circulation. These large newspapers may have many department editors, and only one managing editor.

EMPLOYMENT OUTLOOK: Positions for newspaper editors are expected to increase moderately during the mid 80's. The competition for a position as editor may be very sharp.

EDUCATION AND TRAINING: A degree in journalism with some experience in publishing is expected. A good general education especially in liberal arts accompanied with some knowledge of finance and business may prove most advantageous to an employed newspaper editor.

SPECIAL QUALIFICATIONS: An editor should have the qualities of a good administrator; leadership, ability to give direction and delegate responsibility, to inspire loyalty. A knowledge of finance and of the entire scope of publishing newspapers and some experience in these areas is useful. An editor needs good health to handle long work hours under stress.

EARNINGS AND ADDITIONAL BENEFITS:	A newspaper editor's salary may depend upon the volume of the sales and/or the size of the newspaper.
WORKING CONDITIONS/ LIFESTYLE:	The job is a stressful one with long working hours which depends also on the daily time of the editions. An editor may have some community obligations to fill, such as speaking at civic groups.

The Dailey Peep

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Newspaper Editor	132.017-014
Newspaper Editor, Managing	132.017-010
City Editor	132.037-014
Department Editor	132.037-018

OCCUPATIONAL TASK: Exploring newspaper publishing

OCCUPATIONAL COMPETENCY: Working with editorial decisions

RESOURCES and/or MATERIALS

1. Vocabulary Information
2. Decision-Making Exercise
3. Editorial Practice
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Have increased your journalistic vocabulary.
2. Understand the importance of writing skills.
3. Recognize some difficult decisions made by an editor.

LEARNING ACTIVITIES

1. Study the vocabulary information.
2. Do the editorial exercise.
3. Do the decision-making exercise.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the editorial exercise.
2. Completing the decision-making exercise.
3. Completing the Student Attitude Sheet.

JOURNALISM VOCABULARY

Like any occupational area, journalism has a vocabulary peculiar to the area. Below are some words common to journalists but not so common to the average reader of the newspaper.

Masthead - the space across the top of the front page of the newspaper which contains the name of the paper, the city of publishing, the day of the week and the date, the volume number. the number of pages and sections, the price, and the number of years published

Edition - if published more than once daily, identified by words; suburban edition, final edition, etc., or by 1, 2, or 3 dots or stars

Ears - boxes at each side of paper's name, often give weather, slogan of paper, or edition; are part of the masthead

Headlines - main headline is the largest on the page; banner or streamer headline goes all across page; six-column; etc.

Deck - second headline, appears between head and story

By-line - name of reporter writing story is printed with the story; not every story has a by-line

Dateline - tells where story written and sometimes when filed (sent), news agency for which reporter works may be given (AP, UPI)

Lead - first few sentences of a news story, usually a summary of event being reported

Major News Story - story which editor feels is most important at time of edition going to print; gets biggest headline

Analysis - editor wants you to know that it is not a straight news story; writer will give opinions

Index - tells where features are located; helps find what you want quickly

News Brief - summaries of articles or features found on inside pages

Cutline or Caption - describe cut (picture)

Fold - most important news stories above the fold; people can see it in a glance at the newsstand

Kicker - comes above headline of story; often see what is meant after reading the story

Rules - lines separating one story from another

JOURNALISM VOCABULARY (continued)

Do you know??????

that you can't editorialize in a news story?

what a by-line is?

that many newspapers have ears, and that they often box them?

who has the responsibility for killing stories?

that pages two and three are put to bed before page one?

which comes first--proofreading or copyreading?

what's above the fold of the front page?

PAGE 1
SPORT

WRITING AN EDITORIAL

An editorial is a message from the publisher and editorial staff to the reader. It may be designed for interpreting, giving information, criticizing and/or reforming, paying tribute or commending, entertaining. The main purpose of the editorial is to influence the reading audience. An editorial has an introduction which acquaints the reader with the topic, a body which builds a case through sound reasoning, and a conclusion which "winds up" the situation at hand. It must be persuasive, never argumentative.

Study the editorial shown.

Write an editorial on one of the following subjects. Choose a position on that subject, show your reasoning, and draw a conclusion.

Smoking
Curfew on young people between 10:00 p.m. and 6:00 a.m.
Drinking age being raised
Grading scale being raised

(You may be allowed other choices by permission of your teacher).

DECISIONS, DECISIONS, DECISIONS

The editor of a newspaper is responsible for the decisions affecting what news will or will not be printed, and what the editorial policy will be for making these decisions. Even so, a policy still allows for those situations where whatever action is taken, it will be debated for a long while. Try your hand at decision-making by responding to the following issues for possible publication.

Issue 1

The pastor of the largest church in town is an alcoholic. He is often drunk in public. Should newspaper reporters, who know of his drinking problem, write a story about it? By not printing that knowledge, are they perpetuating an untruth? If they print it, are they harming the church in its ability to aid social improvement?

Issue 2

A federal judge has ordered a group of organized health care employees not to strike over a contract disagreement with the hospital management. A newspaper reporter covers a meeting of the employee group where leaders are urging the group to ignore the federal order not to strike. When the employees and the reporters are brought to court, the judge directs the reporter to identify those leaders who urged a strike. Should the reporter obey the judge or risk going to jail if he doesn't? Does a reporter have any special standing when it comes to obeying the law and the judge?

Issue 3

A man is charged with murder. His lawyers say that the police acted improperly in searching his room (without a warrant) and in taking a statement from him (without telling him he had a right to talk to a lawyer). The judge orders a hearing on the man's motion to keep the evidence the police found in his room and his statement from being used. A reporter goes to court to cover the issue of police competence. The judge says that while the press has a right under the First Amendment, the defendant has a right to a fair trial under the Sixth Amendment. He orders the hearing closed to the press. What should the newspaper's response be: to argue with the judge, to leave quietly, or take some other form of response? Are trials in West Virginia, any trials, closed to the press?

TO CHECK YOUR POSITIONS, READ . . . . .

The answers you have given are not necessarily wrong or right. They would be a reflection of the editorial position of the newspaper. In Issue 1, argument could be given for both positions.

In Issue 2, an Appeals court has ruled that the reporter must answer. Another appeal might conceivably bring another ruling. There are many reporters who would accept a jail sentence before revealing information that would end their access to certain news happenings.

For Issue 3, it can be pointed out that the West Virginia Supreme Court has ruled that the press is an important representative of the public, and that the Constitution says a trial should be public. To close a trial, a hearing must be held which proves that allowing reporters to be present would do irreparable damage to a defendant's rights. Since the ruling was made, no trials in West Virginia have been closed.

Name ______________________________

Occupational Cluster Communications and Media - Newspaper Editor

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Learning the vocabulary					
Writing an editorial					
Making editorial decisions					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION

JOB TITLE: Newswriter, (printing and publishing, radio and television broadcasting) DOT CODE: 131.267-014

DUTIES:	A newswriter writes news stories for publication or broadcast from written or recorded notes supplied by a reporting staff. S/he reviews and evaluates notes to isolate pertinent facts and details and verifies the accuracy of these details. S/he may organize material and write stories conforming to a specified length. Newswriters may also write news stories in foreign languages.
WHERE EMPLOYED:	Employment opportunities exist in the offices of weekly, monthly, or daily newspapers and magazines. Experience on smaller magazines or newspapers can help those who wish to go on to larger cities and larger corporations to find employment.
EMPLOYMENT OUTLOOK:	Jobs are more plentiful in larger cities, but competition may be stronger. Most experts recommend starting in a small town to gain experience before trying to get a job in a large city.
EDUCATION AND TRAINING:	Courses in English grammar and composition, as well as literature, are the basic high school subjects required for someone interested in this field. Courses in journalism, English, and creative writing provide the necessary skills which may be required in order to succeed.
SPECIAL QUALIFICATIONS:	To be successful in this field, you should be able to write personal views or interpretations of politics, social conditions, religion, and current events. You should be able to influence people's opinions through words. You should also be able to deal with many kinds of people. Some jobs require proficiency in one or more foreign languages, others require

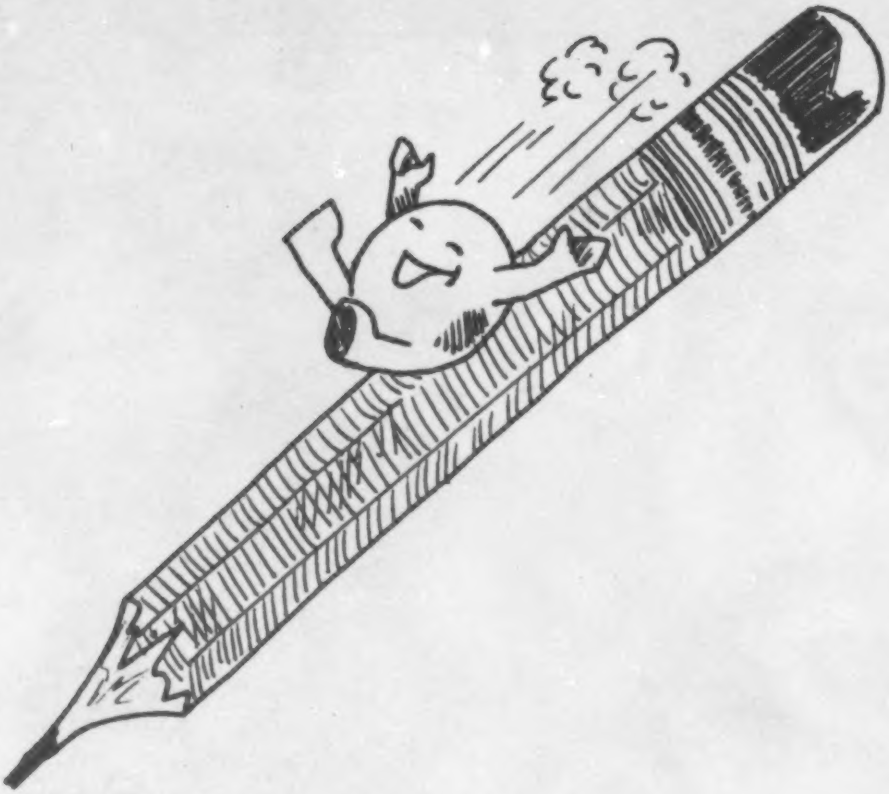
knowledge of political science, art, drama, or other subjects.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings generally depend on the size and location of the newspaper or magazine. The pay scale is generally higher in large cities.

WORKING CONDITIONS/ LIFESTYLE:

Most new workers in writing occupations start with routine assignments such as writing headlines. Most often, only in establishments where few writers are employed, is a newcomer given creative writing assignments. Some jobs are available on a part-time or freelance basis.



BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Newswriter (Printing and Publishing)	131.267-014
Reporter	131.267-018

OCCUPATIONAL TASK: Exploring the duties of a newswriter

OCCUPATIONAL COMPETENCY: Writing headlines and doing small jobs for a newswriter

RESOURCES and/or MATERIALS

1. Pencils or pens
2. Erasers
3. Paper
4. Newspaper

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a newswriter.
2. Write headlines for stories that are to be printed.
3. Determine whether or not this type of work interests you.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a newswriter.
2. Collect a news story from a newspaper and mount on construction paper for class members to select from to read.
3. Select five stories and create an appropriate headline for each story.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Writing headlines for the news articles.
2. Completing the Student Attitude Sheet.

MAN BITES DOG

Name ______________________________

Occupational Cluster Communications and Media - Newswriter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Identifying duties of a newswriter					
Collecting stories from newspapers					
Creating headlines for news stories					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION

JOB TITLE: Reporter DOT CODE: 131.267-018

DUTIES: A reporter collects and analyzes information about newsworthy events to write news stories for publication or broadcast: Receives assignment or evaluates leads and news tips to develop story idea. S/he gathers and verifies factual information regarding story through interview, observation, and research. Organizes material, determines slant or emphasis, and writes story according to prescribed editorial style and format standards. A reporter may monitor police and fire department radio communications to obtain story leads, take photographs to illustrate stories, and/or appear on television programs when conducting taped or filmed interviews or narration. S/he may give live reports from site of event or mobile broadcast unit and transmit information to newswriter for story writing.

WHERE EMPLOYED: About 45,000-50,000 persons work as newspaper reporters. Many work for urban daily newspapers; others work for suburban, community, or small town weekly papers and national press services.

Reporters work in cities and towns of all sizes; however, the great majority of the approximately 1,800 daily and 8,000 weekly newspapers are in medium-sized towns. Since city dailies employ many reporters, employment opportunities may be more available in larger cities while smaller towns generally employ only a few reporters.

EMPLOYMENT OUTLOOK: Employment of newspaper reporters is expected to grow about as fast as the average for all occupations through the 1980's. This growth will come about because of an increase in the daily and weekly newspapers. Little or no increase is anticipated in the number of big city dailies, although some of them may increase the size of their reporting staffs. In addition to the openings that result from employment growth, openings may arise from the need to replace newspaper reporters who die, retire, transfer to other fields of work or leave the profession for other reasons.

Competition for reporting jobs on large metropolitan newspapers will be keen. Most big city dailies require experience and so do not ordinarily hire new graduates. Sometimes, however, new graduates find newsroom jobs on major dailies because they have credentials in an area for which the paper has a pressing need. Occasionally, the experience and contacts gained through an internship program or summer job lead to a reporting job directly after graduation.

EDUCATION AND TRAINING: Most newspapers consider only applicants who have a college education. Graduate work is increasingly important. Most editors prefer graduates who have a degree in journalism, which includes training in the liberal arts along with professional training in journalism. Some editors consider a liberal arts degree sufficient. Others prefer applicants who have a bachelor's degree in liberal arts and a master's degree in journalism. High school courses that are important include English, journalism, social studies, and typing.

The Newspaper Fund and individual newspapers offer summer internships that provide college students with an opportunity to practice the rediments of reporting or editing. Experience acquired through such internships helps immeasurably in job placement graduation.

SPECIAL QUALIFICATIONS:

Liberal arts courses useful to persons preparing for newspaper work include English courses with an emphasis on writing, sociology, political science, economics, history, psychology, computer science, business, and speech. The ability to read and speak a foreign language is desirable. Those who aspire to reporting in a specialized field should concentrate on course work in their subject area.

Skill in typing is essential because reporters type their own news stories. Also, familiarity with a typewriter keyboard is important because a growing number of reporters work in newsrooms where computerized word-processing equipment is used for writing and editing stories. The ability to take shorthand is also useful. On small papers, knowledge of news photography is valuable.

Important personal characteristics include a "nose for news", curiosity, persistence, initiative, poise, resourcefulness, an accurate memory, and the physical stamina and emotional stability to deal with pressing deadlines, irregular hours, and sometimes dangerous assignments. Because some assignments lead reporters to less familiar places, they should be able to adapt to strange surroundings and feel at ease around different kinds of people.

EARNINGS AND ADDITIONAL BENEFITS:

Reporters working for daily newspapers may find starting salaries ranging from about $135 to about $460 a week.

Reporters having four or five years of experience who worked for daily newspapers averaged about $370-$450 a week. The minimum salaries of experienced reporters working for the two national wire services were around $500 and $550 a week.

Most newspaper reporters generally work a five-day, 35 to 40-hour week and receive benefits such as vacations with pay, group insurance, and pension plans.

WORKING CONDITIONS/ LIFESTYLE:

The work of newspaper reporters may usually be considered as hectic. Reporters are sometimes pressured to meet deadlines and work under very trying conditions. Some reporters may have to adjust to noisy typewriters, loud conversations, and busy people constantly entering or exiting the office in which s/he may be working. Some assignments covering wars, political uprisings, fires, floods, and other events may be dangerous.

Reporters working for morning papers often work from late afternoon until midnight. Employees of afternoon or evening papers generally work from early in the morning until early or mid-afternoon. However, reporters should be prepared to gather news whenever it occurs. Their work may demand long hours, irregular schedules, and some travel. Foreign correspondents often work late at night to send news to papers in time for printing.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Publishing

REPRESENTATIVE JOB TITLES:

Reporter	131.267-018
Newswriter	131.267-014
Director, News	184.167-014

OCCUPATIONAL TASK: Exploring the job of a reporter

OCCUPATIONAL COMPETENCY: Writing and presenting news articles

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Communication Word Search Puzzle - Worksheet A
3. Specialized Areas for Reporters - Worksheet B
4. Student Evaluation Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a reporter.
2. Identify the special areas of reporting.
3. Become familiar with vocabulary.
4. Learn how to deal with the pressure of "on the spot" reporting.
5. Determine whether students would like this type of work.

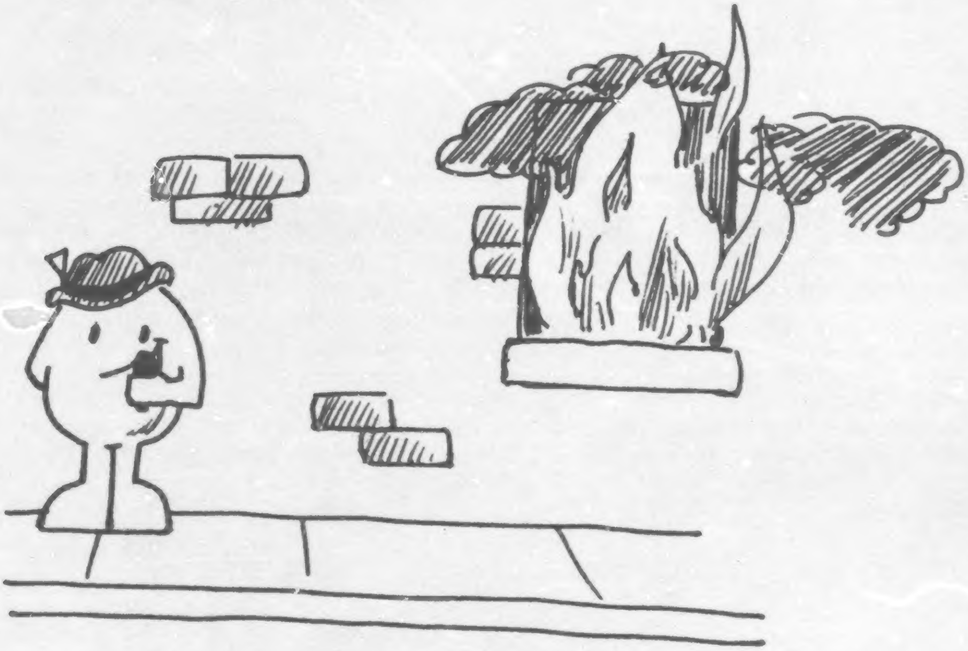
LEARNING ACTIVITIES

1. Read the Career Information Sheet for reporter.
2. Do Communications Word Search Puzzle to familiarize students with vocabulary words associated with communications and media.
3. Select one special assignment area and write a news article from Worksheet B.
4. Compile the articles and present in skit form the W (school's initials) "6 o'clock news".
5. Select headlines or bylines for specific news reports and take 5 minutes to make up the important information and appropriate title. Read aloud in class.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Word Search Puzzle - Worksheet A.
2. Participating in the activities of writing and presenting news articles.
3. Completing and submitting the Student Evaluation Sheet to the teacher.



WORKSHEET B

Specialized Areas for Reporters

FIRE

Motel burns killing 50
Firefighters visit school
Car explodes on highway
Bomb threat at MTSH
Boy saves sister from burning house

ACCIDENTS

Roof fall kills 6
Youth falls off bridge during festival
Collision on Route 19, injuries serious
Garbage truck overturns
Student hurt during assembly

SPORTS

Football team wins five straight
Baseball players return to field
Pridemore runs 101 yards for TD
Prince Charles falls off horse in polo match
Basketball team remains undefeated

POLITICAL AFFAIRS

Reagan announces more budget cuts
Sadat assassinated
Sharon will not run for president in '84
Royal wedding
More killing in Iran

COURT TRIALS

Woman found guilty of child's murder
Husband thrown out of wife's trial
Man sues store owner; trial begins today
Woman seeks custody
Ronald Williams goes to court hopeful

POLICE ACTIVITIES

Robbery at supermarket
New police chief at local department
Riots break out in New York City
Police station gets new police car
Extra forces called out to protect rock group

WORKSHEET A

Communication Word Search Puzzle

```
S M A S T E R C O N T R O L X Q O P H R T W V H
P T E L E P R O M P T E R Y Z B R L E N N A H C
O X U L X Z O B L A S T I N G L L A A W M O P O
N M O D I S C J O C K E Y Q R S V W D P X Y Z N
S O E D I V T B D T R Q V A I F G I L L Q Z X T
O R T V U O E W Z U O D R G T W Z I I X I V U R
R C D R F G I H G A B D N P O Q F R N T V B T O
E F E E D B A C K L T A V U E Y X Q E K F E S L
D K C M S R Q N P I L O N D O M L K J I C N A R
P C N O E F G U H T R L A I C R E M M O C O C O
R E A T A B F P E Y E F K Z Y X G W V I U H E O
O H L E I J T K L M W O R P Q E R K S D T P L M
G C A F F I L I A T E R O T P V X Q C U E O E O
R E B H D J L N M O I P W A Q A B D F A H R T P
A M G E F E T S U Z V X T O Q A S X I L B C V Q
M I S R C A L L L E T T E R S T Y U W V U I T R
Z T R S S U S T A I N I N G P R O G R A M M U S
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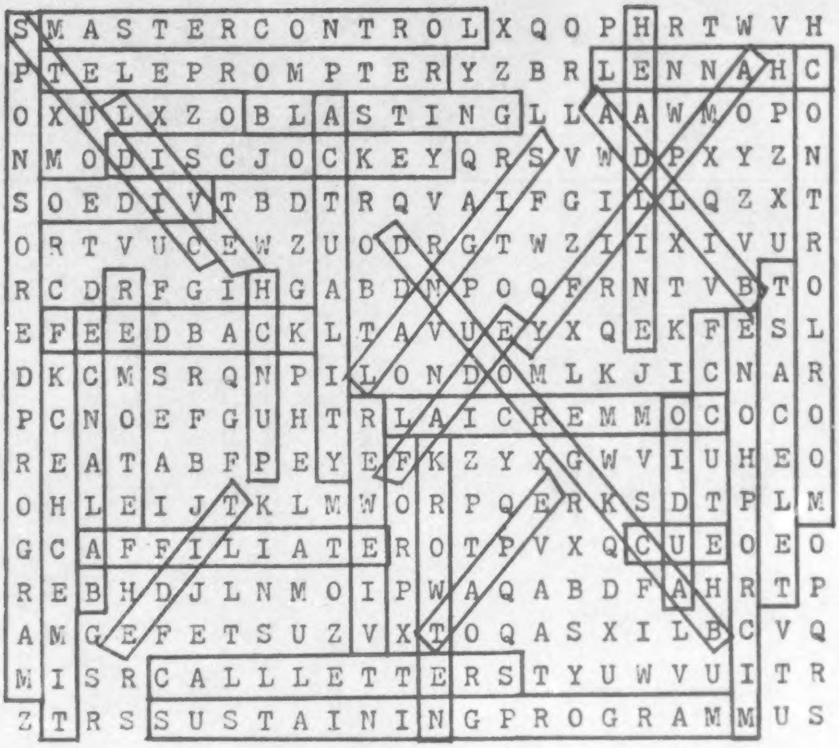
Actuality
Ad Lib
Affiliate
Amplify
Audio
Background
Balance
Blasting
Call Letters
Channel
Commercial
Control Room

Cue
Disc Jockey
Edit
Fade
FCC
Feedback
Headline
Live
Master Control
Microphone
Network

Punch
Remote
Signal
Sponsored Program
Sustaining Program
Studio
Tape
Telecast
Teleprompter
Time Check
Video
Viewer

KEY

Worksheet A



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S M A S T E R C O N T R O L X Q O P H R T W V H
P T E L E P R O M P T E R Y Z B R L E N N A H C
O X U L X Z O B L A S T I N G L L A A W M O P O
N M O D I S C J O C K E Y Q R S V W D P X Y Z N
S O E D I V T B D T R Q V A I F G I L L Q Z X T
O R T V U C E W Z U O D R G T W Z I I X I V U R
R C D R F G I H G A B D N P O Q F R N T V B T O
E F E E D B A C K L T A V U E Y X Q E K F E S L
D K C M S R Q N P I L O N D O M L K J I C N A R
P C N O E F G U H T R L A I C R E M M O C O C O
R E A T A B F P E Y E F K Z Y X G W V I U H E O
O H L E I J T K L M W O R P Q E R K S D T P L M
G C A F F I L I A T E R O T P V X Q C U E O E O
R E B H D J L N M O I P W A Q A B D F A H R T P
A M G E F E T S U Z V X T O Q A S X I L B C V Q
M I S R C A L L L E T T E R S T Y U W V U I T R
Z T R S S U S T A I N I N G P R O G R A M M U S
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Name ______________________________

Occupational Cluster Communications and Media - Reporter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing Word Search Puzzle					
Writing a news article					
Participating in the "6 o'clock news" skit					
Reading special news reports to class					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION

JOB TITLE: Announcer	DOT CODE: 159.147-010
DUTIES:	An announcer announces radio and television programs to the audience; memorizes script, reads, or "ad-libs" to identify the station, introduces and closes shows, and announces station breaks, commercials, or public service information. S/he reads news flashes to keep audiences informed of important happenings and describes public events such as parades or conventions. The announcer may interview guests and moderate panel or discussion shows to entertain audiences. S/he may also keep a daily program log.
WHERE EMPLOYED:	Employment opportunities exist in radio and television broadcasting stations. Many freelance announcers accept assignments with networks, stations, advertising agencies, and other independent producers.
EMPLOYMENT OUTLOOK:	It is easier to get jobs in radio than in television because more radio stations hire beginners. Some jobs will become available as more cable television stations begin their own programming.
EDUCATION AND TRAINING:	A high school education is desired. High school courses in English, public speaking, dramatics, foreign languages, and electronics, plus sports and music hobbies provide a valuable background for an announcer. A college liberal arts education would be an asset for an announcer. Some on-the-job experience may be necessary.
SPECIAL QUALIFICATIONS:	Announcers must have a pleasant and well-controlled voice, a good sense of timing, and excellent pronunciation. Good judgment and the ability to react quickly in emergencies are important since announcers may be

required to "ad-lib" all or part of a show. A neat pleasing appearance is essential for television announcers. Obtaining an FCC permit qualifies announcers to become more involved in routine operation of radio transmitters and makes them more useful to the station.

EARNINGS AND ADDITIONAL BENEFITS:

Salaries increase with the size of the community and the station. Salaries in television are usually higher than those in radio. A beginning announcer may make approximately $10,000 a year.

WORKING CONDITIONS/ LIFESTYLE:

Announcers generally work in well-lighted, air-conditioned, soundproof studios. Maintaining a program schedule requires split second timing and can be physically and mentally demanding. Those who enjoy the work, however, feel that the rewards, personal contacts, and the satisfaction from becoming well-known in the area their station serves far outweigh the disadvantages of irregular hours, work pressures, and disrupted personal lives.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Announcer	159.147-010
Disc Jockey	159.147-014
Television Newscaster	131.267-010

OCCUPATIONAL TASK: Exploring radio and television announcing

OCCUPATIONAL COMPETENCY: Applying good speaking techniques

RESOURCES and/or MATERIALS

1. Paper
2. Pencil
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Recognize the importance of speaking clearly and distinctly.
2. Demonstrate an awareness of speaking techniques.

LEARNING ACTIVITIES

You will participate in a class activity in which the teacher will whisper a message to a student who will:

1. Write down what they hear. Whisper the same message to another student. This procedure should continue until everyone in the class has written a message.
2. Take part in the class discussion as each student reads the message s/he has written.
3. Help your teacher compile a list of good speaking and listening techniques if time permits.

For example:

1. Speak clearly at all times.
2. Vary the pitch of your voice.

EVALUATION PROCEDURES

Your evaluation will consist of:

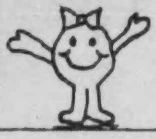
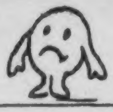
1. Participating in the group activity.
2. Completing the Student Attitude Sheet.

Name ____________________

Occupational Cluster Communications and Media - Announcer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Whispering a message					
Participating in discussion					
Developing good speaking techniques					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION

JOB TITLE: Audio Operator DOT CODE: 194.262-010

DUTIES: In a small television station, the audio operator sets up the microphones for broadcasting making sure that they are positioned so that the sound comes through properly. Duties include the flipping of switches while the program is being broadcast to turn on the microphones being used. In a large network, the audio operator is responsible for the microphones as well as for turning on the music in programs such as soap operas, game shows, etc. Since the music on most television programs is not recorded live, the audio operator will also handle feeding tracks to singers who are lip-syncing. The audio operator is responsible for all sound effects in soap operas, comedies, and game shows. Sounds such as crashes, laugh tracks, applause tracks, and music are usually recorded on cassettes. The audio operator files the sound tracks for future use.

WHERE EMPLOYED: Most openings are found in networks located in large cities throughout the country. Small television stations located in smaller cities usually hire one or two persons who handle the audio portion of a program and also perform other duties related to the broadcast.

EMPLOYMENT OUTLOOK: Employment of audio operators is expected to increase about as fast as the average for all occupations. Most job openings will result from the need to replace operators who retire, die, or transfer to other occupations.

EDUCATION AND TRAINING: Most employers prefer that an audio operator have a high school education. Many audio operators start as disc jockeys at radio stations and work their way into television as an audio operator by receiving on-the-job training. Employers prefer to hire an audio operator who has had some previous experience working in radio or television in some capacity.

SPECIAL QUALIFICATIONS: An audio operator should have previous experience working in radio and/or television.

EARNINGS AND ADDITIONAL BENEFITS: Earnings will vary depending on the size of the network where the audio operator is employed. At a small television station, the beginning wage will usually be slightly higher than minimum wage. Audio operators who work in large networks and have a highly developed technical skill will earn as much as $20,000 more than the audio operator employed in a small network.

WORKING CONDITIONS/ LIFESTYLES: The working conditions in the studio are pleasant. When remote broadcasts are made, however, audio operators may work out of doors at some distance from the studios under less favorable conditions.

The hours on the job will vary. Most audio operators work a 37-40 hour week with overtime pay for additional hours. In small stations, the audio operators may work 4 to 12 hours overtime each week. S/he may have to work remote control broadcasts evenings, nights, or on weekends.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Audio Operator	194.262-010
Sound Controller	194.262-010
Sound Mixer	194.262-010
Sound Effects Technician	962.281-014
Sound Effects Supervisor	962.167-010

OCCUPATIONAL TASK: Working with sounds on television programs

OCCUPATIONAL COMPETENCY: Indicating on a script written for television the background sounds provided by an audio operator

RESOURCES and/or MATERIALS

1. Information Sheet for completing the worksheet
2. Worksheet of a television script
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of an audio operator.
2. Decide what background sounds the audio operator would provide in a script written for television.
3. Decide if you are interested in a career as an audio operator.

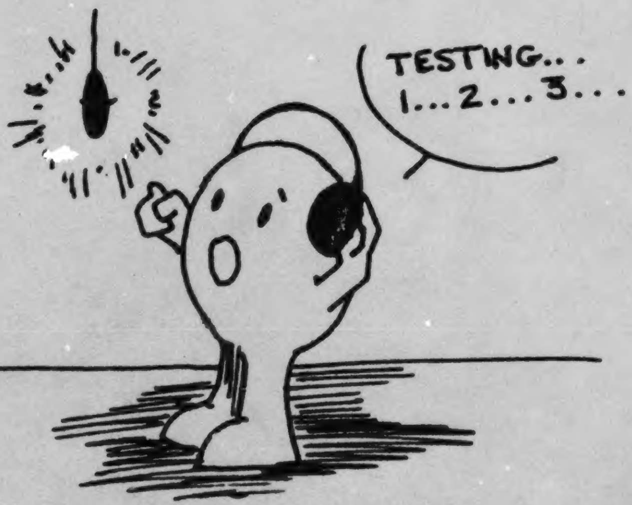
LEARNING ACTIVITIES

1. Read the Career Information Sheet for an audio operator.
2. Read the Information Sheet about the television program, THE COST IS CORRECT.
3. Using the Information Sheet, complete the Worksheet on determining what background sounds would be needed in the television program, THE COST IS CORRECT.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Worksheet and submitting it to your teacher.
2. Completing the Student Attitude Sheet.


TESTING...
1...2...3...

INFORMATION SHEET FOR THE COST IS CORRECT

The television program, THE COST IS CORRECT, is going on the air for taping in just a few minutes. You have already set up and checked all the microphones on stage to make sure they are working properly. You have various tape tracks set up for the audio portion of the show. You are responsible for turning on the proper background sound track when it is needed in the show. The tape tracks you are using today and the situations under which you will use them include the following:

1. THEME MUSIC

--used at the beginning of the show when contestants are called to the stage for bidding

--used when the master of ceremonies is introduced

--used when a contestant wins his/her way on the stage

--used at the end of a game when the show breaks for a commercial

2. AUDIENCE SOUNDS (claps, yells, whistles, etc.)

--used at the beginning of the show when contestants are called to the stage

--used when the master of ceremonies is introduced

--used when a contestant wins his/her way on the stage

--used when the announcer describes a very nice prize such as a new car

--used when the contestant wins the pricing game on stage and the car

--used when a contestant is successful in deciding whether a price is true or false in the pricing game on stage

3. TRAIN SOUNDS (sounds of the train engine running and a whistle blowing)

--used when the COST IS CORRECT train comes on the stage with a prize for contestants to bid on

4. BELL RINGS CONTINUOUSLY

--used when the contestant wins his/her way on the stage

--used when the contestant wins the pricing game on stage and the car

5. BELL (rings one time)

   --used to lock the bids in when the four contestants bid on a prize

   --used when the contestant on stage is correct in telling whether the price of the item is true or false

6. BUZZER

   --used when the contestant is wrong about whether the price of an item is true or false

7. AUDIENCE PARTICIPATION (audience yells prices to contestants)

   --used when the contestant is on stage playing the pricing game trying to decide whether the price of the item is true or false

   --used when the contestant is trying to select the right price of the car

8. BACKGROUND MUSIC

   --used when the announcer is describing a prize

At the beginning of the program, the announcer welcomed everyone to the COST IS CORRECT and called out the names of the four contestants who will begin the bidding on prizes to earn the right to play a pricing game on stage. The person who bids the closest without going over the retail price of the prize wins his/her way to the stage. The master of ceremonies of THE COST IS CORRECT is Peep Parker and the announcer is John Brown.

As we join the program, John Brown, the announcer, has called the following contestants down to contestants' row: George Smith, Michelle Comstock, Stephanie Brooks, and Nathan Jones.

As soon as their names were called, the four contestants ran down out of the audience to take their places in front of microphones set up below the stage.

WORKSHEET

THE COST IS CORRECT
Television Script

DIRECTIONS: In the following television script, write in the blanks to the right of the script which tape track the audio operator would use to produce background sounds on THE COST IS CORRECT. In some portions of the program, you will have to use 2 or 3 tracks at the same time. Use the instruction sheet to determine which of the following tape tracks to use:

1. Theme Music
2. Audience Sounds
3. Train Sounds
4. Bell Rings Continuously
5. Bell
6. Buzzer
7. Audience Participation
8. Background Music

EXAMPLE: The first 2 blanks are already filled in. When the master of ceremonies, Peep Parker, is introduced, the theme music and audience sounds are played by the audio operator.

SCRIPT		AUDIO
ANNOUNCER:	And now, here is the star of the COST IS CORRECT, Peep Parker!	Theme Music Audience Sounds
PEEP:	Welcome to THE COST IS CORRECT. Thank you, thank you. I like your attitude, audience. Let's get on with the show. Now, I want you to see the first item up for bids on THE COST IS CORRECT. Here comes the COST IS CORRECT train with a nice prize for you to bid on. (A train comes out on stage with a freezer.)	
ANNOUNCER:	It's a new freezer! The famous Bannana evergy saving freezer designed to save you money on your electric bills. Completely free of frost. Each shelf forms its own fast freeze compartment for safe, zero degree storage--only from Bannana!	

WORKSHEET CONTINUED

SCRIPT		AUDIO
PEEP:	Contestants, we want you to bid on the freezer in dollars because we round off our retail prices to the nearest dollar, and, Michelle, we'll have the first bid from you, please. Step right over to your microphone, Michelle.	
MICHELLE:	I'd say $575.	
PEEP:	Nathan, what do you bid?	
NATHAN:	$800.	
PEEP:	$800 is his bid. Stephanie, it's your turn.	
STEPHANIE:	$750.	
PEEP:	$750 for Stephanie. George?	
GEORGE:	$325.	
PEEP:	$325 is George's bid.	
	(Peep slips the price out of the envelope.)	
PEEP:	The actual price of the freezer is $730, and Michelle is the winner. Michelle, come up here on stage to play a pricing game. Come on Michelle!	
	(Contestant goes up on the stage.)	
PEEP:	Michelle, I hope you're lucky enough to win this prize . . .	
	(Doors on stage open to show a station wagon.)	
ANNOUNCER:	A new station wagon! The Jetsun 210 4-door wagon--an economical bargain. It's comfortable and	

WORKSHEET CONTINUED

SCRIPT		AUDIO
	stylish with a 5-speed overdrive transmission. It's a Jetsun 210, 4-door wagon, Peep.	
	(A board with 5 price tags is brought on stage while the announcer tells the audience about the station wagon.)	
PEEP:	And I have just found out that Michelle is visiting New York from Charleston, West Virginia. Is that right?	
MICHELLE:	Yes, that's right.	
PEEP:	And how long are you staying in New York?	
MICHELLE:	I'll be staying in New York 2 weeks.	
PEEP:	Have you been watching THE COST IS CORRECT occasionally at home in West Virginia?	
MICHELLE:	Yes.	
PEEP:	So, you know a little bit about the show?	
MICHELLE:	A little bit--not too much.	
PEEP:	Well, I'm going to help you as we go along.	
	(Peep points to the board with the 5 price tags shown on it.)	
PEEP:	Now, Michelle, one of these tags is the right price for that car I just showed you. All you have to do to win the car is to pick out the right price. Now, I'm going to give you a chance to win as many as 4 choices of the	

WORKSHEET CONTINUED

	SCRIPT	AUDIO
	5 price tags. Okay? Bring out the first prize that Michelle can win. What can she win, Johnny?	
	(A vacuum cleaner is wheeled on stage with a price tag of $80 on it.)	
ANNOUNCER:	Peep, it's the Goover Portapower Vacuum. All the power of a full-sized vacuum with the unique light-weight canister--the Goover Portapower!	
PEEP:	Now, you see, Michelle, it says $80 on the tag. Now, that may be the true price or it may be false. Is it true or false, Michelle?	
MICHELL:	False.	
	(Peep flips the card to show $80 is the price of the vacuum.)	
PEEP:	You're wrong.	
PEEP:	Now the price was true--so you don't win the vacuum cleaner, and you don't win a choice of the 5 price tags. Now, John these look as though they might be shoes.	
	(A pair of shoes is brought on the stage with a price of $25 on them.)	
ANNOUNCER:	A pair of shoes from Finney--a great selection of great American shoe styles. Finney's got the look you want, America. That's why Finney is the great American shoe store.	
PEEP:	Now, how about $25, Michelle? Is	

WORKSHEET CONTINUED

	SCRIPT	AUDIO
	that true or false?	
MICHELLE:	I would say that is the wrong price.	
PEEP:	You say it is false?	
MICHELLE:	Yes.	
	(Peep flips the card to show the true price of $25.)	
PEEP:	You say it is false, and . . . it is true.	
PEEP:	Now, Michelle, things aren't going too well here. We're going to have to do better with this next price. Johnny, what do we have next?	
	(Cosmetics are brought on stage with a price of $81.)	
ANNOUNCER:	Be everything you can be with Kary Kay skin cosmetics. Skin care and glamour cosmetics presented to you in your home by trained beauty consultants from Kary Kay cosmetics.	
PEEP:	And what do we have in the way of a price tag? $81. Is that true or is that false?	
MICHELLE:	Oh, I say it is false.	
PEEP:	You say it is false.	
	(Peep flips the card to show a price of $60.)	
PEEP:	You're sticking with false, and it is false.	
PEEP:	You win the cosmetics and you have one choice of the 5 price tags.	

WORKSHEET CONTINUED

	SCRIPT	AUDIO
	(A pair of slacks are brought on the stage with a price of $19 showing on the card.)	
PEEP:	And now, we have trousers, don't we, John?	
ANNOUNCER:	We do, Peep--Slevi's action slacks. Perhaps the most comfortable slacks a man can wear. Now, with easy care stay-press--the permanent press that's really permanent.	
PEEP:	This price tag says $19. Is that price true or false?	
MICHELLE:	I say false.	
	(Peep flips the price tag to show $24 the real price.)	
PEEP:	You say false and you're right again!	
PEEP:	Now, you have won 2 prizes and you have won 2 choices of the 5 price tags. Choose the right price for the car, and you win it, Michelle. What is the right price?	
MICHELLE:	$6,495.	
PEEP:	$6,495. Does she win?	
	(Peep takes the cover off the price. "NO" is written on the card.)	
PEEP:	No, she doesn't win. Michelle, you have one more choice.	
MICHELLE:	I'll say $6,239.	

WORKSHEET CONTINUED

SCRIPT		AUDIO
PEEP:	Now, when I pull this tag off, if it says "NO," you do not win. If the price of the car is there on the card, then you win. Have I confused you, Michelle?	
MICHELLE:	No.	
	(Peep pulls the cover off the card, and $6,239 is written on the card.)	
PEEP:	You win! Congratulations, Michelle. I'm so happy for you. You now own a brand new station wagon!	

Name ____________________

Occupational Cluster Communications and Media - Audio Operator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading about the various sound tracks					
Choosing the sound tracks for the program					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

WORKSHEET KEY

THE COST IS CORRECT

Television Script

DIRECTIONS: In the following television script, write in the blanks to the right of the script which tape track the audio operator would use to produce background sounds on THE COST IS CORRECT. In some portions of the program, you will have to use 2 or 3 tracks at the same time. Use the instruction sheet to determine which of the following tape tracks to use:

1. Theme Music
2. Audience Sounds
3. Train Sounds
4. Bell Rings Continuously
5. Bell
6. Buzzer
7. Audience Participation
8. Background Music

EXAMPLE: The first 2 blanks are already filled in. When the master of ceremonies, Peep Parker, is introduced, the theme music and audience sounds are played by the audio operator.

SCRIPT		AUDIO
ANNOUNCER:	And now, here is the star of the COST IS CORRECT, Peep Parker!	Theme Music Audience Sounds
PEEP:	Welcome to THE COST IS CORRECT. Thank you, thank you. I like your attitude, audience. Let's get on with the show. Now, I want you to see the first item up for bids on THE COST IS CORRECT. Here comes the COST IS CORRECT train with a nice prize for you to bid on.	
	(A train comes out on stage with a freezer.)	Train Sounds
ANNOUNCER:	It's a new freezer! The famous Bannana energy saving freezer designed to save you money on your electric bills. Completely free of frost. Each shelf forms its own fast freeze compartment for safe, zero degree storage-- only from Bannana!	Background Music

WORKSHEET KEY CONTINUED

SCRIPT		AUDIO
PEEP:	Contestants, we want you to bid on the freezer in dollars because we round off our retail prices to the nearest dollar, and, Michelle, we'll have the first bid from you, please. Step right over to your microphone, Michelle.	Audience Participation
MICHELLE:	I'd say $575.	Bell
PEEP:	Nathan, what do you bid?	Audience Participation
NATHAN:	$800.	Bell
PEEP:	$800 is his bid. Stephanie, it's your turn.	Audience Participation
STEPHANIE:	$750.	Bell
PEEP:	$750 for Stephanie. George?	Audience Participation
GEORGE:	$325.	Bell
PEEP:	$325 is George's bid.	
	(Peep slips the price out of the envelope.)	
PEEP:	The actual price of the freezer is $730, and Michelle is the winner. Michelle, come up here on stage to play a pricing game. Come on Michelle!	Bell Rings Continuously Theme Music
	(Contestant goes up on the stage.)	Audience Sounds
PEEP:	Michelle, I hope you're lucky enough to win this prize . . .	
	(Doors on stage open to show a station wagon.)	
ANNOUNCER:	A new station wagon! The Jetsun 210 4-door wagon--an economical bargain. It's comfortable and	Background Music

WORKSHEET KEY CONTINUED

	SCRIPT	AUDIO
	stylish with a 5-speed overdrive transmission. It's a Jetsun 210, 4-door wagon, Peep.	Audience Sounds
	(A board with 5 price tags is brought on stage while the announcer tells the audience about the station wagon.)	
PEEP:	And I have just found out that Michelle is visiting New York from Charleston, West Virginia. Is that right?	
MICHELLE:	Yes, that's right.	
PEEP:	And how long are you staying in New York?	
MICHELLE:	I'll be staying in New York 2 weeks.	
PEEP:	Have you been watching THE COST IS CORRECT occasionally at home in West Virginia?	
MICHELLE:	Yes.	
PEEP:	So, you know a little bit about the show?	
MICHELLE:	A little bit--not too much.	
PEEP:	Well, I'm going to help you as we go along.	
	(Peep points to the board with the 5 price tags shown on it.)	
PEEP:	Now, Michelle, one of these tags is the right price for that car I just showed you. All you have to do to win the car is to pick out the right price. Now, I'm going to give you a chance to win as many as 4 choices of the	

WORKSHEET KEY CONTINUED

SCRIPT		AUDIO
	5 price tags. Okay? Bring out the first prize that Michelle can win. What can she win, Johnny?	
	(A vacuum cleaner is wheeled on stage with a price tag of $80 on it.)	
ANNOUNCER:	Peep, it's the Goover Portapower Vacuum. All the power of a full-sized vacuum with the unique light-weight canister--the Goover Portapower!	Background Music
PEEP:	Now, you see, Michelle, it says $80 on the tag. Now, that may be the true price or it may be false. Is it true or false, Michelle?	Audience Participation
MICHELLE:	False.	
	(Peep flips the card to show $80 is the price of the vacuum.)	
PEEP:	You're wrong.	Buzzer
PEEP:	Now the price was true--so you don't win the vacuum cleaner, and you don't win a choice of the 5 price tags. Now, John, these look as though they might be shoes.	
	(A pair of shoes is brought on the stage with a price of $25 on them.)	
ANNOUNCER:	A pair of shoes from Finney--a great selection of great American shoe styles. Finney's got the look you want, America. That's why Finney is the great American shoe store.	Background Music
PEEP:	Now, how about $25, Michelle? Is	

WORKSHEET KEY CONTINUED

SCRIPT		AUDIO
	that true or false?	Audience Participation
MICHELLE:	I would say that is the wrong price.	
PEEP:	You say it is false?	
MICHELLE:	Yes.	
	(Peep flips the card to show the true price of $25.)	
PEEP:	You say it is false, and . . . it is true.	Buzzer
PEEP:	Now, Michelle, things aren't going too well here. We're going to have to do better with this next price. Johnny, what do we have next?	
	(Cosmetics are brought on stage with a price of $81.)	
ANNOUNCER:	Be everything you can be with Kary Kay skin cosmetics. Skin care and glamour cosmetics presented to you in your home by trained beauty consultants from Kary Kay cosmetics.	Background Music
PEEP:	And what do we have in the way of a price tag? $81. Is that true or is that false?	Audience Participation
MICHELLE:	Oh, I say it is false.	
PEEP:	You say it is false.	
	(Peep flips the card to show a price of $60.)	
PEEP:	You're sticking with false, and it is false.	Bell
PEEP:	You win the cosmetics and you have one choice of the 5 price tags.	Audience Sounds

WORKSHEET KEY CONTINUED

SCRIPT		AUDIO
	(A pair of slacks are brought on the stage with a price of $19 showing on the card.)	
PEEP:	And now, we have trousers, don't we, John?	
ANNOUNCER:	We do, Peep--Slevi's action slacks. Perhaps the most comfortable slacks a man can wear. Now, with easy care stay-press--the permanent press that's really permanent!	Background Music
PEEP:	This price tag says $19. Is that price true or false?	Audience Participation
MICHELLE:	I say false.	
	(Peep flips the price tag to show $24 the real price.)	
PEEP:	You say false and you're right again!	Bell
PEEP:	Now, you have won 2 prizes and you have won 2 choices of the 5 price tags. Choose the right price for the car, and you win it, Michelle. What is the right price?	Audience Sounds Audience Participation
MICHELLE:	$6,495.	
PEEP:	$6,495. Does she win?	
	(Peep takes the cover off the price. "NO" is written on the card.)	Buzzer
PEEP:	No, she doesn't win. Michelle, you have one more choice.	Audience Participation
MICHELLE:	I'll say $6,239.	

WORKSHEET KEY CONTINUED

SCRIPT		AUDIO
PEEP:	Now, when I pull this tag off, if it says "NO," you do not win. If the price of the car is there on the card, then you win. Have I confused you, Michelle?	
MICHELLE:	No.	
	(Peep pulls the cover off the card, and $6,239 is written on the card.)	
PEEP:	You win! Congratulations, Michelle. I'm so happy for you. You now own a brand new station wagon!	Bell Rings Continuously Theme Music Audience Sounds

CAREER INFORMATION

JOB TITLE(s): Columnist/Commentator **DOT CODE:** 131.067-010

DUTIES:

Columnists/commentators research controversial subjects and present their attitudes or opinions on the subjects. Columnists/commentators working in television usually read their commentaries during the news broadcasts. Their writing should be clear and easy to follow. Command of the language and versatility of style are tools of the trade that enable columnists/commentators to convey information in a way that is persuasive to people who hear or read it.

Duties include learning as much as they can about the subject, studying reports, reading news articles, and consulting with people who are involved in the subject. Composing the commentary usually involves an outline and a rough draft before the final commentary is completed and delivered on the air.

WHERE EMPLOYED:

Columnists/commentators are employed by radio stations, television stations, and networks throughout the country. The demand for this job is greatest in large cities. Most network programs originate in New York City or Los Angeles.

EMPLOYMENT OUTLOOK:

Every radio and television station employs someone who is capable of writing and delivering a commentary on the air. However, in small stations, this person may perform various other duties related to broadcasting.

Columnists/commentators who work for large networks represent the top of the field, and competition for these jobs may be keen. Of the total number of radio and television announcers, news commentators account for only a small percentage.

EDUCATION AND TRAINING:

It usually takes many years of work in radio and television news reporting, government service, newspaper feature writing, or professional public speaking in order to become a columnist/commentator. Many people are reluctant to accept the opinions of the young and inexperienced, however sound they may be. A journalism degree from college with a background in writing is preferred.

High school courses that are useful include English, speech, drama, journalism social science, and typing.

SPECIAL QUALIFICATIONS:

In addition to being able to write well, a pleasing voice, proper speech construction, good English, correct pronunciation, clear enunciation, and a desirable appearance are needed for a person desiring to become a columnist/commentator.

EARNINGS AND ADDITIONAL BENEFITS:

The highest paying jobs are found in large cities, especially those with national network stations. Employees in large cities earn much more than those in the same kind of jobs in small towns. salaries also tend to be higher in large stations than in small ones, and higher in television than in radio.

WORKING CONDITIONS/ LIFESTYLE:

Working conditions in radio and television stations are comfortable. The columnist/commentator may do some composing at home rather than at the studio. Most employees work a 40-hour week while employees in small stations work longer hours.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Columnist/Commentator	131.067-010
Copywriter	131.067-014
Critic	131.067-014

OCCUPATIONAL TASK: Commenting on the news

OCCUPATIONAL COMPETENCY: Classifying types of commentaries, distinguishing facts and opinions, and identifying hand signals.

RESOURCES and/or MATERIALS

1. Student Information Sheet on Commentaries
2. Worksheet A on Types of Commentaries
3. Worksheet B on Facts and Opinions
4. Worksheet C on Hand Signals
5. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a columnist/commentator.
2. Classify nine types of commentaries.
3. Distinguish between facts and opinions.
4. Identify hand signals.
5. Determine if you would like this kind of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a columnist/commentator.
2. Read the Student Information Sheet on Commentaries.
3. Using the Student Information Sheet on Commentaries, classify the nine types of commentaries given on Worksheet A.
4. On Worksheet B, decide whether each statement about television is a fact or an opinion.
5. Identify the hand signals illustrated on Worksheet C.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheet A and submitting it to your teacher.
2. Completing Worksheet B and submitting it to your teacher.
3. Completing Worksheet C and submitting it to your teacher.
4. Completing the Student Attitude Sheet and submitting it to your teacher.

STUDENT INFORMATION SHEET ON COMMENTARIES

Editorials and commentaries are similar. Editorials usually represent the views or opinions of a station or newspaper. Commentaries express the opinion of one person. The commentary is not the voice of the station; it is the voice of the writer. In the development of any commentary, research must be done. It is generally advised that the commentator first become saturated with all of the available information on the subject about which he or she will write. Then, develop a strong conviction based upon the research before writing a commentary of about two to three hundred words. There are no right or wrong commentaries since they represent opinions.

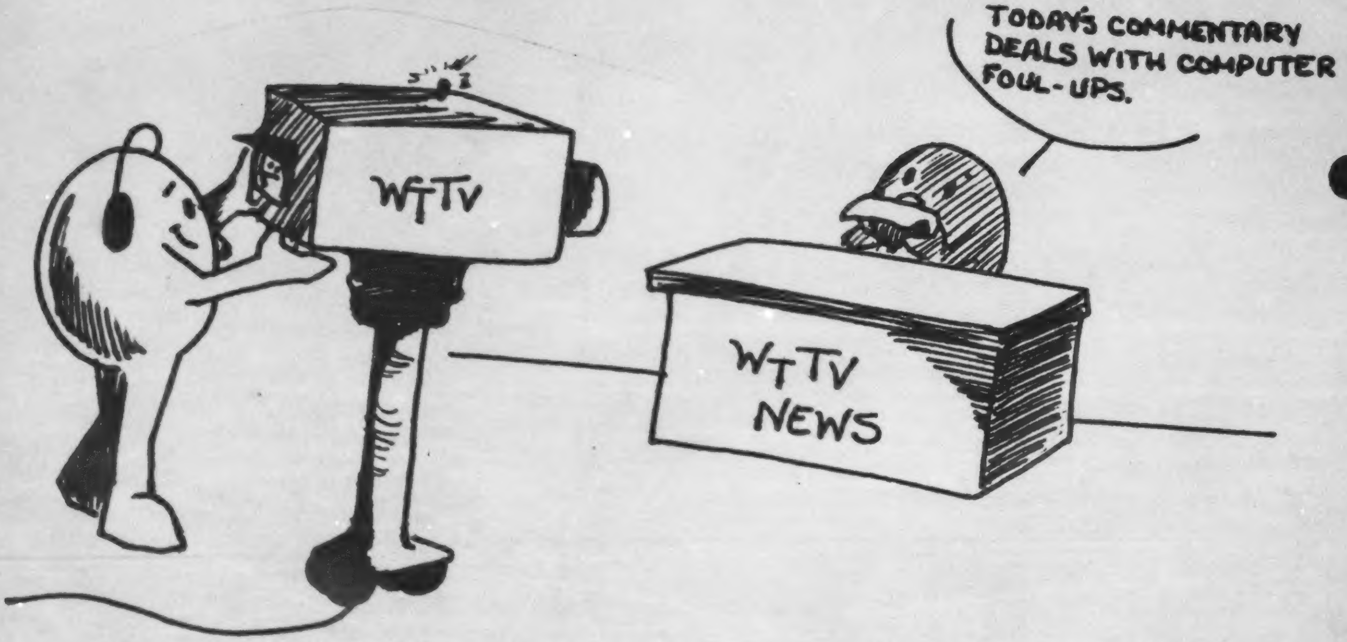
A good commentary will contain all the elements that are expected in a good editorial. Neither the networks nor the sponsors hold themselves responsible for the opinions expressed by the commentator.

Types of Commentaries

There are many types of commentaries. Some of them include the following:

Explain:	A new policy may have to be explained.
Persuade:	There are many issues in the world which require persuasion to help people reach valid resolutions.
Answer:	If there has been a considerable amount of criticism about a subject, you may need to answer the criticism in the form of a defense or with facts and admissions, and an apology if appropriate.
Warn:	A warning will sometimes keep a difficult situation from developing.
Briefly comment:	There are a number of situations about which the degree of opinion might be limited but in need of expression. Many commentators will prepare an occasional commentary in which they comment briefly on a wide variety of subjects.
Criticize:	There is a place for criticism, but it should be used wisely and correctly. Criticism should always be constructive.

Praise:	When a person or group does something worthy of praise, pass it on. People like to read or hear praise for themselves and others they know.
Entertain:	Entertaining commentaries are not easy to write, but they are rewarding when they appear in print. Sometimes it is more effective to use humor to get a point across rather than to use harsh statements.
Lead:	Many commentaries have brought together parents, school, students, and the community to achieve goals.


WTTV
TODAY'S COMMENTARY DEALS WITH COMPUTER FOUL-UPS.
WTTV NEWS

WORKSHEET A

TYPES OF COMMENTARIES

The following statements represent ideas for developing the nine types of commentaries listed and explained on the Student Information Sheet. Using the information sheet, classify the nine commentaries into one of the following types:

Explain
Persuade
Answer
Warn
Briefly Comment
Criticize
Praise
Entertain
Lead

Write your answer in the blank provided, and use each type of commentary one time only.

1. You give a commentary which states that the student council members are not firm enough when monitoring the halls during class time. You give suggestions on how this policy can be made more effective.

____

2. An evaluating team is scheduled to visit your school. You prepare a commentary urging students to be on their best behavior during the evaluation.

____

3. You deliver a humorous incident relating to a computer foul-up when classes were scheduled. Fifty student identification numbers got jumbled and seniors were scheduled in sophomore classes. You reconstruct the untangling which took place, report people's reactions, and comment lightly that "Computers do not make mistakes."

____

4. A new system for registering for classes has been issued. The facts have already been reported in the news. You prepare a talk which will clarify and support the new system.

____

WORKSHEET A CONTINUED

5. You prepare and deliver a commentary which commends the student council for effectively working with the student body, the student body for good sportsmanship during a football game, and the National Honor Society for its service work in the school.

____

6. The student lounge areas have been closed because of misuse by students. The commentary you deliver gives guidelines for students using the lounge areas. The commentary is trying to change students' attitudes about the use of the lounge.

____

7. You deliver a commentary which names the outstanding students who work in Future Teachers of America.

____

8. There has been a considerable amount of criticism about the student body's conduct at a basketball game. You deliver a commentary defending the students' behavior.

____

9. Your commentary on the need for new drama lights in the auditorium has caused the clubs of the school to join together to raise money to help finance the project.

____

WORKSHEET B

FACTS AND OPINIONS

Television has caused changes in family life. Are these changes good or bad? This has been a controversial subject for years. Two sets of statements are given below regarding television and its influence. The first set of statements oppose television viewing. The second set of statements are in favor of television viewing.

Given the facts, the columnist/commentator takes a stand for or against a controversial subject and expresses opinions about it. The commentator must be able to distinguish facts from opinions. In the following activity, you are to determine whether the statement given represents facts or opinions. In the blanks provided, write O if the statement represents an opinion and F if the statement represents a fact.

Against Television Viewing

_____ 1. Television can influence changes in the attitudes of people.

_____ 2. Life without television would be wonderful.

_____ 3. TV can decrease the family's conversations and face-to face interaction.

_____ 4. Many marriages could be saved if husbands and wives would turn off the TV sets for an hour each night and talk to one another.

_____ 5. TV puts ideas about violence in all kids' heads.

_____ 6. Many parents do not screen programs kids watch on TV.

_____ 7. The majority of students spend much more time watching TV than reading.

_____ 8. Television causes people to be lazy in their thinking.

In Favor of Television Viewing

_____ 9. Television keeps people informed of the news going on in the world.

_____10. Television provides all types of programs on different subjects.

_____11. All television programs have a good influence on children.

_____12. TV can bring up topics in the home which otherwise would not be discussed.

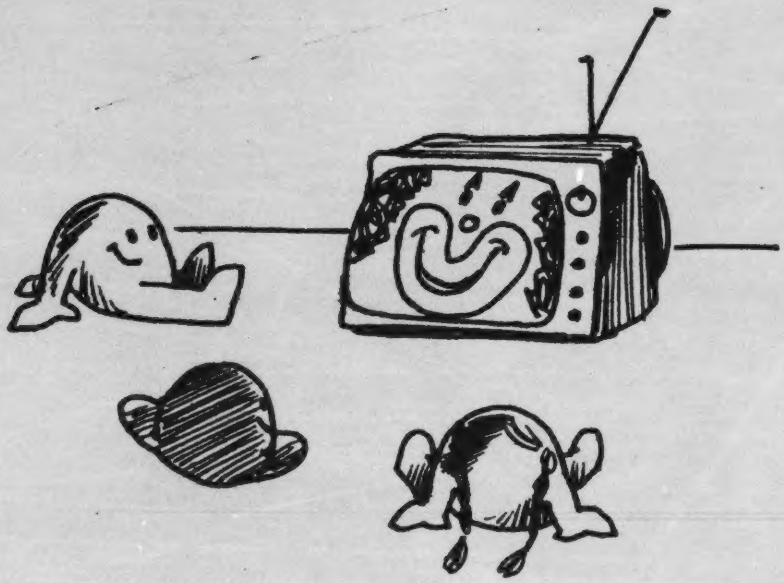
WORKSHEET B CONTINUED

_____13. TV exposes the public to all types of advertising.

_____14. Kids should be allowed to watch as much television as they want.

_____15. Television allows people to see news in the making, such as the launch of space shuttles, live sports events, etc.

_____16. Kids should be allowed to choose all programs they watch.



WORKSHEET C

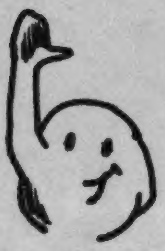
HAND SIGNALS

When commentators deliver their commentaries on the air, they must learn to watch the control room for any hand signals used universally by radio and television personnel. Study the hand signals and how to perform the hand signals. On the following page, identify which hand signal Peep is illustrating by writing the hand signal in the blank provided.

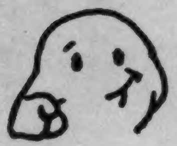
	Hand Signal	How to Perform the Hand Signal
1.	Everything is OK	Hand extended with circle made with thumb and index finger.
2.	Less volume	Hand extended with palm down.
3.	Move away from "mike"	Hand in front of face with palm away from nose.
4.	You're on	Arm dropped and hand pointed to the person who starts the show.
5.	Speed up	Hands rotating around each other.
6.	Move closer to "mike"	Hand in front of face with palm toward nose.
7.	Slow down	Hands moved slowly away from each other.
8.	"Cut" or stop	Move index finger across throat.
9.	More volume	Hand extended with palm upward.
10.	Standby	Arm raised above the head.

WORKSHEET C

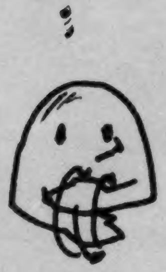
HAND SIGNALS



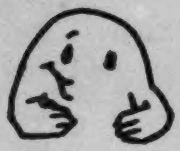
1. ________________



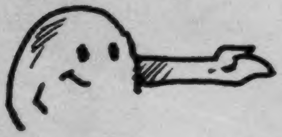
2. ________________



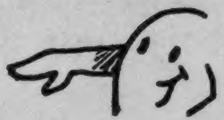
3. ________________



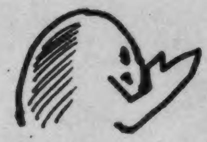
4. ________________



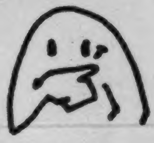
5. ________________



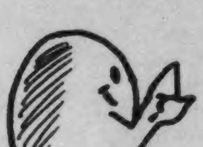
6. ________________



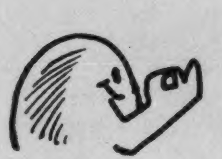
7. ________________



8. ________________



9. ________________



10. ________________

Name ____________________

Occupational Cluster Communications and Media-Columnist/Commentator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Classifying types of commentaries					
Selecting facts and opinions					
Identifying hand signals					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

WORKSHEET A KEY

TYPES OF COMMENTARIES

1. Criticize
2. Warn
3. Entertain
4. Explain
5. Briefly Comment
6. Persuade
7. Praise
8. Answer
9. Lead

WORKSHEET B KEY

FACTS AND OPINIONS

Against Television Viewing

1. F
2. O
3. F
4. O
5. O
6. F
7. F
8. O

In Favor of Television Viewing

9. F
10. F
11. O
12. F
13. F
14. O
15. F
16. O

WORKSHEET C KEY

HAND SIGNALS

1. Stand by
2. You're on
3. Speed up
4. Slow down
5. More volume
6. Less volume
7. Move closer to "mike"
8. "Cut" or Stop
9. Move away from "mike"
10. Everything is OK

CAREER INFORMATION

JOB TITLE: Director, News DOT CODE: 184.167-014

DUTIES: A news director directs and coordinates activities of the news department of radio or television networks or stations. S/he confers with executives and production staff regarding the budget, station policy, news coverage of special events, and production problems. The news director originates or approves feature ideas and sends them to the personnel of assignment copy for implementation. S/he monitors news developments, reviews edited copy and news film, and approves program content or issues directions for changes or modification. A director coordinates news staff activities with the programming, traffic, and film editing departments. S/he may also be required to hire, discharge, and evaluate the performance of the news staff.

WHERE EMPLOYED: Possible places of employment for news directors include commercially operated radio and television stations. Opportunities also exist in noncommercial radio and television stations operated by non-profit organizations principally educational agencies.

EMPLOYMENT OUTLOOK: Employment in the broadcasting industry is expected to grow moderately through the 1980's. Competition may be very keen, especially in the large cities, because of the attraction this field has for young people, and the relatively few beginning jobs that will be available.

EDUCATION AND TRAINING: A high school diploma is the minimum educational requirement for entry jobs in broadcasting, however, for many jobs some college training is increasingly preferred. A liberal arts education is a good qualification for the beginner because broadcasting needs broadly educated people with knowledge and interest in many areas. Work in television programming for networks and large independent stations generally requires a college degree and some experience in the broadcasting field.

SPECIAL QUALIFICATIONS:

The applicant should have a good speaking voice, broad cultural background, and other characteristics that would help him/her to develop a dramatic and/or attractive personality. Qualifications for administrative jobs in broadcasting may include a business course of study in high school or college. In each area of broadcasting, the person should be able to work well under the pressure of deadlines and communicate well with people.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings and fringe benefits vary depending on the size of the station. As a general rule, wages increase with the size of the community or city and the station.

WORKING CONDITIONS/ LIFESTYLE:

The working conditions will vary with the size of the city and number of hours the station is on the air each day. The smaller the station, the longer the individual workers usually have to work. Smaller stations usually require workers to be able to perform more than one job. Conditions are usually pleasing because of the variety of work and personal contacts which are part of this job.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Director, News (Radio and TV Broadcasting)	184.167-014
Newscaster	131.267-010
Video Operator	194.282-010
Audio Operator	194.262-010

OCCUPATIONAL TASK: Planning a news broadcast

OCCUPATIONAL COMPETENCY: Scheduling a five-minute newscast

RESOURCES and/or MATERIALS

1. Pencil
2. Paper
3. Stopwatch
4. Tape recorders
5. Local newspapers

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of the news director.
2. Determine which news stories should be broadcast.
3. Decide whether or not you would like to work as a news director.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a news director.
2. Complete the Self Inventory on Worksheet A.
3. Examine the articles from newspapers.
4. Determine which stories should be included in the broadcast and how much time should be allotted to each item.
5. Tape a two-minute newscast.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Self Inventory.
2. Planning a broadcast schedule.
3. Participating in taping a program.

WORKSHEET A

SELF INVENTORY

Do you have the skills and the abilities needed to do this type of work?

Do you:	Yes	No	Sometimes
1. Speak clearly and listen carefully?	___	___	___
2. Use personal judgment and specialized knowledge to give information to many people orally?	___	___	___
3. Communicate well with many different kinds of people?	___	___	___
4. Change easily and frequently from one activity to another, such as from typing, to interviewing, to searching in a directory, to using a telephone or a radio transmitter?	___	___	___
5. Use eyes, hands, and fingers accurately while operating a switchboard or computer keyboard?	___	___	___

You should also consider these points about yourself before attempting to enter this field.

1. Have you participated in a school or community survey?	___	___	___
2. Do you enjoy meeting and interviewing people?	___	___	___
3. Have you given directions to others for finding your home?	___	___	___
4. Were they able to follow your directions?	___	___	___
5. Have you had a speech course?	___	___	___
6. Do you have a clear speaking voice?	___	___	___
7. Do you use good grammar?	___	___	___
8. Have you operated a CB radio?	___	___	___
9. Do you like to use the equipment?	___	___	___
10. Have you been involved in any type of communications unit?	___	___	___
11. Would you like to continue this type of work?	___	___	___

INFORMATION SHEET A

National surveys show that more people in the United States get information from radio than any other media source. Each household in the nation averages four radios. Radios are standard equipment in American cars. Not only do people in this country have radios, they use them.

People who listen to the radio are usually doing other things at the same time. While they rely on the radio for information, most do not spend long periods of time actually by the radio or concentrating on what is being said.

News, advertising, weather, and public service messages are usually brief and to the point. National and local news broadcasts are usually three to five minutes long and are given every hour. Many stations give national news on the hour and local news on the half hour or vice versa.

United Press International (UPI) and Associated Press (AP) report news to local news media by way of teletype. From the teletype, the radio news director must decide which information will be of interest to the listening audience while local newspapers provide printed articles for their reading public.

For a better understanding, consult local newspapers for articles compiled from the UPI and AP teletype information. Prepare a two-minute news broadcast utilizing UPI, AP, and local happenings.

CAREER INFORMATION

JOB TITLE: Director, Sports (radio and television broadcasting) DOT CODE: 184.167-030

DUTIES:

The sports director directs and coordinates activities of the personnel engaged in broadcasting sports news or sports events over radio or television networks or individual stations. S/he plans the broadcast coverage of sports events, directs or arranges for the set up of remote broadcast facilities. Sports directors hire and assign staff personnel to operate and direct broadcasting activities and to announce sporting events, direct the preparation of and broadcast of sports news and commentaries. S/he arranges for personalities as guest commentators for special events or programs. If the station is small, the same person may also be responsible for broadcasting and interviewing sports personalities.

WHERE EMPLOYED:

Most cities have several television and radio stations. Many stations do not broadcast sports programs. The majority of the jobs are in small stations. Here is where you get job experience. In small stations, people work odd hours and get a low starting pay. Many have to do a lot of odd jobs before they get any kind of job that relates to sports.

EMPLOYMENT OUTLOOK:

The employment outlook is moderate to good for the rest of the 1980's. It is slightly better in radio than in television because there are more small stations. Local stations usually carry a high percentage of network programs and have a smaller staff that must do a variety of jobs. The move to more and more sports on TV all the time shows some promise for those interested in this field.

New types of camera work (reruns, freeze frame, and isolated shot) all mean larger crews will be needed to announce and direct sporting events. The opportunities are better for men, although some women are getting into this field.

EDUCATION AND TRAINING: In high school, English, social sciences, drama, and electronics would be excellent background for someone interested in becoming a sports director. You usually work your way up through various positions in a station before becoming sports director. Many directors have degrees in communications and journalism and are finding that business courses shouldn't have been neglected, particularly those in advertising.

SPECIAL QUALIFICATIONS: Someone interested in this field should have talents like speaking, writing, and a flair for the dramatic. You must be willing to relocate. Advancement in broadcasting management occurs by moving from a smaller station to a larger one. Many people enter on a part-time basis and then go on to full time. Membership in the American Federation of Television and Radio Artists is a necessity for those interested in employment in this area.

EARNINGS AND ADDITIONAL BENEFITS: The smaller the community, the smaller the salary. Only those in network positions make impressive salaries.

WORKING CONDITIONS/ LIFESTYLE: Working conditions are usually pleasant in modern facilities with comfortable temperatures summer and winter. Temperature and dust control are important for proper maintenance of the technical electronic equipment. The people who work around the machines benefit also.

Irregularities of the working hours may make a difference in family situations at home and cause interruptions in relationships with friends. Saturday and Sunday are the two biggest sports days plus holidays. So your free time may not coincide with that of your family and friends. The sports change with the seasons, so while you may not be busy, you shouldn't be bored. There are good opportunities to meet large numbers of people in large cities and some may be well known, but you may work many hours under great pressure.

All these things should be considered before attempting to enter this field.

MR. PEEP
SPORTS DIRECTOR

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Director, Sports (Radio and Television Broadcasting)	184.167-034
Producer	159.117-010
Video Operator	194.282-010
Audio Operator	194.262-010

OCCUPATIONAL TASK: Exploring tasks of the sports director

OCCUPATIONAL COMPETENCY: Selecting material for sports program

RESOURCES and/or MATERIALS

1. Pens or pencils
2. Paper
3. Box scores for variety of sports from local newspaper

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a sports director.
2. Understand some of the work involved in putting together a sports program.
3. Determine whether or not this type of work interests you.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a Sports Director.
2. Write several questions to be used in an interview.
3. Assign coverage for the weekend's sports activities.
4. Select sports information and scores from a local newspaper to be used in a broadcast that will last five minutes and will include an interview.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Writing questions
2. Assigning coverage for sports
3. Planning a broadcast

ACTIVITY SHEET 1

As sports director for a local station, you have a five minute spot on the 11 o'clock news each evening. The station reaches less than one million people, so it is not large and employs a limited number of people. Your duties are many. You must research, broadcast, interview guests, and direct all sports news. The people in your viewing area are very interested in local sports and expect local scores.

Using a local newspaper, select scores that have come over the teletype. You should select the scores from the sports you feel will interest the majority of your viewers.

The football coach from the state university has agreed to hold a fifteen minute press conference after his team's game today. The game should end by 4:00 p.m. and you should have time to get the film edited. His team is undefeated and will play the school's biggest rival next Saturday. The rival is also undefeated and is a solid favorite to defeat the local school. You plan to attend the game and conference afterwards. You plan to use film of the game and at least 60 seconds of the interview afterwards for your program tonight.

Prepare five good questions to ask at the press conference. Be careful to see that your questions cannot be answered with a simple "yes" or "no".

ACTIVITY SHEET 2

Your station is fortunate enough to have crews that can be sent to cover football, basketball, baseball games, or any other type of sporting event. The crew can video tape the event and then edit the portions to be used on your program. The only problem is you can only cover six events in a weekend. These games are scheduled to be played in your area. Select the six games your crews will cover. You have three crews; they will work both days.

HIGH SCHOOLS

Friday Night

Capital H.S.	(3-5)	Consolidated H.S.	(3-5)
Mountain H.S.	(4-4)	University H.S.	(7-1)
Valley H.S.	(1-7)	East H.S.	(3-5)
River Heights H.S.	(2-6)	Johnson H.S.	(5-3)
Westover H.S.	(6-2)	York County H.S.	(6-2)

COLLEGES

Saturday Afternoon

West Virginia University	Penn State
West Virginia Tech	West Virginia State
Marshall University	William and Mary
Salem College	Shepard College
Fairmont College	Bluefield State

CAREER INFORMATION

JOB TITLE: Disc Jockey DOT CODE: 159.147-014

DUTIES:

Disc jockeys introduce selections of recorded music on the radio. Disc jockeys make comments about music, recording artists, and other items of interest to listeners. Much of their commentary is "ad lib"; however, any commercial or news announcements they make are usually read from prepared scripts. In large stations, disc jockeys frequently interview popular singers, band leaders, and instrumentalists on their programs or play recordings of such interviews which have been made prior to broadcast time.

WHERE EMPLOYED:

Disc jockeys are employed by large and small radio stations throughout the United States.

EMPLOYMENT OUTLOOK:

The number of persons seeking employment as disc jockeys far exceeds the positions available. Because of this, competition may be extremely keen for the job openings that do occur, especially with large metropolitan radio stations.

EDUCATION AND TRAINING:

Although persons with only a high school education are sometimes hired as disc jockeys, most employers give preference to applicants having at least some education beyond high school; and many prefer to hire those with college degrees.

Beneficial courses in high school for this career include social studies, the biological and physical sciences, mathematics, psychology, public speaking and all the English subjects possible. Electives in marketing, typing, drama, and electrical/electronics shop could also be of value.

Most disc jockeys get their first jobs in small stations. After acquiring experience at a station in a small community, ambitious and talented disc jockeys may move to better paying jobs in larger cities.

SPECIAL QUALIFICATIONS: Disc jockeys should have a pleasant, well-controlled voice; be able to pronounce words clearly and correctly; and have a good command of the English language.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of disc jockeys depend on the size, type, and geographical location of the broadcasting stations with which they are employed, and the experience and ability of the individual. Disc jockeys who become nationally known demand a much higher wage than the less experienced disc jockeys.

Fringe benefits received by disc jockeys employed on a full-time basis usually include vacations with pay, medical and life insurance, and some type of retirement plan.

WORKING CONDITIONS/ LIFESTYLES: Most radio studios are comfortable, well-lighted, and air conditioned. Work areas of disc jockeys usually are small, closet-like rooms with a glass panel along one wall.

Disc jockeys are usually scheduled to work 40 hours a week; however, hours seldom follow a regular 9 to 5 pattern. Work schedules may include day or evening hours, and many work holidays and weekends. Broadcasts of special programs (telethons, important events, etc.) may require disc jockeys to be on duty for many consecutive hours.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Disc Jockey	159.147-014
Announcer	159.147-010
Sports Announcer	159.147-010

OCCUPATIONAL TASK: Exploring the job of a disc jockey

OCCUPATIONAL COMPETENCY: Selecting interesting and informative interview questions

RESOURCES and/or MATERIALS

1. Worksheet A - Self-Inventory
2. Student Information Sheet
3. Worksheet B - Interview Questions
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a disc jockey.
2. Select interesting and informative questions for an interview.
3. Determine if you are interested in becoming a disc jockey.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a disc jockey.
2. Complete Worksheet A - Self-Inventory to help you determine your interest in this type of work.

3. Read the Student Information Sheet to help you understand what type of questions to ask on an interview.
4. Read and complete Worksheet B - Interview Questions.
5. Complete the Student Attitude Sheet.

NOW HERE IS A GOODY TO GET YOUR DAY STARTED OFF RIGHT!

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting Worksheet A - Self-Inventory to the teacher.
2. Completing and submitting Worksheet B - Interview Questions to the teacher.
3. Completing and submitting the Student Attitude Sheet to the teacher.

WORKSHEET A

Self-Inventory

DIRECTIONS: Answer the following questions by circling yes, no, or NI (needs improvement).

		Yes	No	Needs Improvement
1.	Do you feel at ease communicating with people?	Yes	No	NI
2.	Do you possess a thorough knowledge of music and musical terms?	Yes	No	NI
3.	Do you enjoy listening to recorded music?	Yes	No	NI
4.	Do you have a good command of the English language?	Yes	No	NI
5.	Do you enjoy composing and making speeches?	Yes	No	NI
6.	Do you have a pleasant speaking voice?	Yes	No	NI
7.	Do you have an interest in electronics?	Yes	No	NI
8.	Do you consider yourself charming and witty?	Yes	No	NI
9.	Do you have trouble in pronouncing difficult words?	Yes	No	NI
10.	Do you feel that you have a dynamic personality?	Yes	No	NI
11.	Do you enjoy working with different pieces of equipment? (stereo, tape recorder, etc.)	Yes	No	NI
12.	Do you enjoy working in small areas for long periods of time?	Yes	No	NI
13.	Do you have the ability to think clearly and quickly?	Yes	No	NI
14.	Do you project to others an image of great enthusiasm?	Yes	No	NI
15.	Do you work well with others?	Yes	No	NI

STUDENT INFORMATION SHEET

In 1919 radio was a hobby. There was no broadcasting, and very few people owned radio receivers. An engineer for Westinghouse, Dr. Frank Conrad, built a little radio station in his Pittsburgh garage in 1920--and radio was born. Conrad went on the air three times a week and asked anyone who heard him to send a postcard. After he ran out of things to talk about, he placed the speaker of his hand-cranked Victrola next to the radio microphone and became the first disc jockey.

Since that period of time, the responsibilities of disc jockeys have broadened considerably. One of the most important qualities a disc jockey can possess today is a superior ability to interview. This is especially true for those employed by larger radio stations.

Since interviews are important features of radio, disc jockeys must know how to conduct interviews with recording artists. To conduct successful interviews, disc jockeys must use good judgment and diplomacy in the selection of questions to ask the interviewees. Through the years, certain established guidelines have been developed to help interviewers decide on what type of questions to ask interviewees. They are as follows:

1. You should avoid phrases like "I'm sure our viewers would like to know . . . ." and "Do you mind if I ask . . . .?" If an interviewee objected to an interview, s/he would not be there.
2. You should avoid repetition in the style of questions, such as starting questions with the word "Well" or using "I see" after each answer.
3. You should avoid any reference to a conversation held prior to air time. The audience will feel excluded by a question like, "Well, Bill, I'm sure the audience would find interesting that new hobby you were telling me about just before we went on the air. Will you tell the audience about it?" The audience wants to feel "in" on an interview, not as if most of it has already taken place.

STUDENT INFORMATION SHEET (Continued)

4. You should avoid asking questions that lend themselves easily to "Yes" or "No" answers.

   Poor example: Do you like the glamour and the excitement of being successful?

   Much better example: What exciting and successful experiences have you encountered in your career?

5. You should make your questions brief and to the point. However, don't be afraid to ask a more detailed question when the circumstances warrant, but try to avoid this kind:

   Announcer: Bill, I remember when you won the award for Entertainer of the Year--that was in '76, I believe--and at that time you said that you wanted to give up music and try something different. That's when you got involved in a regular television program and I guess the public will never let you forget that big mistake. Well, looking back over the years that have intervened, is there any one moment you consider to be the turning point in your life when you should have done something other than what you did?

   Bill: Zzzzzzzzzz.

6. You should avoid obvious questions. Don't ask Sandy Koufax: "You are a baseball player, aren't you?" It's an unintelligent waste of time.

7. You should avoid asking interviewees direct personal questions that are of no concern to the public.

8. You should avoid answering a question as you ask it.

   Example: Senator, I understand that you voted against the new proposal. Just what are your feelings in this matter? Your statement to the press indicated that you felt this proposal would be harmful to the American public. What can the Senator say except "That's right."?

9. You should try to ask interesting and informative questions.

10. You should avoid ending an interview with this statement, "Well, I see our time is up." This broadcasting cliche went out a long time ago.

WORKSHEET B

Interview Questions

Assume that you are a nationally known Country & Western disc jockey employed by WBOY radio station. You are preparing for an interview with the top female vocalist in Country & Western entertainment. Using the guidelines given on the Student Information Sheet, you are to select the better interview question from each of the two related questions provided. Place a check mark beside your choice. Then, write the number of the rule that is broken beside the sentence that you do not select.

1. _____ Do you enjoy your work?

   _____ What part of your work do you find the most rewarding?

2. _____ How has publicity influenced your life, friends, and family?

   _____ Do you ever get tired of being in the public eye?

3. _____ How many awards or honors have you received? I think that you won the Entertainer of the Year award once and you were also nominated for Female Vocalist of the Year. Right?

   _____ What awards or honors for outstanding performance have you received in your field?

4. _____ What advice would you give to young performers?

   _____ Do you have any advice to give to young performers?

5. _____ I remember when you won the Entertainer of the Year award. I guess that was one of the most exciting moments in your career. It was a time for you to look back over the year and feel complete satisfaction for all of your hard work. One can only imagine how you must have felt at that moment in your life. What did you feel at that moment?

   _____ How did you feel when you won the Entertainer of the Year award?

6. _____ Does your singing career ever interfere with the relationship between you and your husband?

   _____ How do you manage to work your career around your family life?

WORKSHEET B (Continued)

Interview Questions

7. _____ How has your success in the recording industry affected your life?

_____ Well, I see, has your success in the recording industry changed your life?

8. _____ Before air time, we were discussing the TV Special that is to be aired next month. Will you tell the audience about this TV Special?

_____ How do you think that the public will react to your first TV Special which is to be aired next month?

9. _____ Who encouraged you the most in your singing career? Why?

_____ Do you mind if I ask who encouraged you to pursue your career in show business?

10. _____ Do you think that you handle living out of a suitcase well?

_____ How do you cope with living out of a suitcase?

11. _____ Do you feel that you have had any lucky breaks in your career? I recall that you mentioned earlier that you felt that you had received several lucky breaks. Is this true?

_____ What do you think about the statement, "Part of success is luck."?

12. _____ Traveling on the road can be, at times, I am sure, a problem. Do you ever get lonesome out on the road, especially when you must be out there for long periods of time? What do you do to avoid the loneliness?

_____ How do you, as a performer, fight the loneliness from family and friends when traveling on the road?

13. _____ What problems have you encountered trying to reach the top in country music?

_____ Have you had any problems in getting to the top?

WORKSHEET B (Continued)

Interview Questions

14. _____ Do you believe that your popularity will be affected by your recent divorce and remarriage?

_____ In what ways do you believe that your career can be affected by social pressures?

15. _____ Do you face any challenges in your daily work?

_____ What do you consider to be the most challenging aspect of your daily work?

16. _____ How do you feel about ever getting involved in acting--the movies?

_____ Do you have any interest in going into acting--the movies?

17. _____ Do you ever regret going into show business? I certainly hope not. It would be sad to think that you have worked so hard to get to the top and have not enjoyed doing so. It has been a hard battle getting to the top, hasn't it?

_____ What are your regrets, if any, of entering the music industry?

18. _____ What places of interest have you toured recently?

_____ Do you like touring across the country?

19. _____ What are your most immediate memories of this past year?

_____ Have you had an exciting year?

20. _____ Well, I see that our time is up. Do you have anything else to say to the audience?

_____ Where will your next personal appearance be?

Name ______________________________

Occupational Cluster Communications and Media - Disc Jockey

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing the Self-Inventory					
Selecting appropriate interview questions					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

WORKSHEET B - KEY

Interview Questions

Assume that you are a nationally known Country & Western disc jockey employed by WBOY radio station. You are preparing for an interview with the top female vocalist in Country & Western entertainment. Using the guidelines given on the Student Information Sheet, you are to select the better interview question from each of the two related questions provided. Place a check mark beside your choice. Then, write the number of the rule that is broken beside the sentence that you do not select.

*1. 4, 6 Do you enjoy your work?

_____ What part of your work do you find the most rewarding?

2. _____ How has publicity influenced your life, friends, and family?

4 Do you ever get tired of being in the public eye?

*3. 8, 4 How many awards or honors have you received? I think that you won the Entertainer of the Year award once and you were also nominated for Female Vocalist of the Year. Right?

_____ What awards or honors for outstanding performance have you received in your field?

4. _____ What advice would you give to young performers?

4 Do you have any advice to give to young performers?

5. 5 I remember when you won the Entertainer of the Year award. I guess that was one of the most exciting moments in your career. It was a time for you to look back over the year and feel complete satisfaction for all of your hard work. One can only imagine how you must have felt at that moment in your life. What did you feel at that moment?

_____ How did you feel when you won the Entertainer of the Year award?

*6. 7, 4 Does your singing career ever interfere with the relationship between you and your husband?

_____ How do you manage to work your career around your family life?

WORKSHEET B - KEY (Continued)

Interview Questions

*7. ____ How has your success in the recording industry affected your life?

2, 4 Well, I see, has your success in the recording industry changed your life?

*8. 3, 4 Before air time, we were discussing the TV Special that is to be aired next month. Will you tell the audience about this TV Special?

____ How do you think that the public will react to your first TV Special which is to be aired next month?

*9. ____ Who encouraged you the most in your singing career? Why?

1, 4 Do you mind if I ask who encouraged you to pursue your career in show business?

10. 4 Do you think that you handle living out of a suitcase well?

____ How do you cope with living out of a suitcase?

*11. 5, 4 Do you feel that you have had any lucky breaks in your career? I recall that you mentioned earlier that you felt that you had received several lucky breaks. Is this true?

____ What do you think about the statement, "Part of success is luck."?

12. 5 Traveling on the road can be, at times, I am sure, a problem. Do you ever get lonesome out on the road, especially when you must be out there for long periods of time? What do you do to avoid the loneliness?

____ How do you, as a performer, fight the loneliness from family and friends when traveling on the road?

13. ____ What problems have you encountered trying to reach the top in country music?

4 Have you had any problems in getting to the top?

WORKSHEET B - KEY (Continued)

Interview Questions

*14. 7, 4 Do you believe that your popularity will be affected by your recent divorce and remarriage?

_____ In what ways do you believe that your career can be affected by social pressures?

15. 4 Do you face any challenges in your daily work?

_____ What do you consider to be the most challenging aspect of your daily work?

16. _____ How do you feel about ever getting involved in acting--the movies?

4 Do you have any interest in going into acting--the movies?

*17. 5, 4 Do you ever regret going into show business? I certainly hope not. It would be sad to think that you have worked so hard to get to the top and have not enjoyed doing so. It has been a hard battle getting to the top hasn't it?

_____ What are your regrets, if any, of entering the music industry?

18. _____ What places of interest have you toured recently?

4 Do you like touring across the country?

19. _____ What are your most immediate memories of this past year?

_____ Have you had an exciting year?

20. 10 Well, I see that our time is up. Do you have anything else to say to the audience?

_____ Where will your next personal appearance be?

***Questions in which students may use more than one rule as an answer.**

CAREER INFORMATION

JOB TITLE: Engineer-In-Charge Transmitter | DOT CODE: 003.167-034

DUTIES:

Transmitter technicians, also called transmitter engineers, monitor and log outgoing signals and are responsible for transmitter operations. Transmitter engineers have a log prepared for them by the program department which tells the time and the source of the broadcast to be received and transmitted. They are responsible for turning the signal on and off at the times specified on the log. They also must take meter readings from the transmitter which tell how much power the transmitter is putting out. Since transmitter engineers know the limits of the stations where they work, they are responsible for adjusting the transmitter to keep it within the tolerances specified by the FCC (Federal Communications Commission).

Many transmitters operate and maintain the electronic equipment. They work with microphones, sound recorders, light and sound effects, television cameras, video tape recorders, and other equipment. Transmitter technicians also operate controls that switch broadcasts from one camera or studio to another, from film to live programming, or from network to local programs. In small stations where there are not enough people to do one specific job, transmitter engineers perform a variety of duties.

WHERE EMPLOYED:

Transmitter engineers are employed in any city or town which has a radio or television station.

Although transmitter engineers are employed in every state, most are located in large cities. The highest paying and most specialized jobs are found in New York, Los Angeles, and Washington, D. C., the originating center for most of the network programs.

EMPLOYMENT OUTLOOK: People seeking jobs as transmitter engineers face competition in large cities. However, in small stations, job prospects are better for people with appropriate training in electronics.

Employment of transmitter engineers is expected to increase about as fast as the average for all occupations. However, some new job opportunities for transmitter engineers will arise as new radio, television, and cable television stations go on the air.

EDUCATION AND TRAINING: High school courses such as algebra, trigonometry, physics, electronics, and other sciences would be valuable to a person interested in becoming a transmitter technician. Building and operating an amateur radio station also is good training. Taking an electronics course in a vocational school is another way to acquire knowledge needed to become a transmitter engineer. English skills are also very important because transmitter engineers are required to communicate. After obtaining a background in electronics, transmitter engineers will train on the job.

Many schools give courses especially designed to prepare the student for the FCC's first-class and second-class licenses. Those who demonstrate above-average ability may move into top-level technical positions. A college degree in engineering is becoming important for advancement to supervisory and executive positions.

SPECIAL QUALIFICATIONS: Depending upon the stations where employed, transmitter engineers must obtain a First, Second, or Third Class Radiotelephone Operator License from the Federal Communications Commission. Applicants for an FCC license must pass a series of written examinations on knowledge of broadcasting.

Persons interested in this occupation should have a high degree of interest in electronics. They should possess personal qualities such as responsibility, awareness, and the ability to think and analyze.

EARNINGS AND ADDITIONAL BENEFITS:

Beginning wages are much higher than minimum wage. Transmitter technicians in large stations and large cities earn highest wages. However, small stations are sometimes forced to pay higher wages in order to keep highly skilled people from moving on to large stations. Transmitter technicians with the least experience will make the lowest wage.

Benefits are good including retirement, vacations with pay, and sometimes profit sharing.

WORKING CONDITIONS/ LIFESTYLE:

Most transmitter technicians in large stations work a 40-hour week with overtime pay for additional hours. Normally, the more experienced transmitters work during the day with the less experienced people taking the evening shift. In small stations, many transmitter engineers work 4 to 12 hours of overtime each week with evening, night, and weekend work frequently required.

Transmitter engineers work indoors in pleasant surroundings. The work is interesting and the duties are varied.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Engineer-In-Charge Transmitter	003.167-034
Transmitter Technician	003.167-034
Transmitter Engineer	003.167-034

OCCUPATIONAL TASK: Exploring the job of a transmitter engineer

OCCUPATIONAL COMPETENCY: Preparing a daily program log

RESOURCES and/or MATERIALS

1. Self Inventory Worksheet A
2. Information Sheet for Worksheet B
3. Example of a daily program log
4. List of Movies
5. List of Commercials and Public Service Announcements
6. Instruction Sheet for Worksheet B
7. Worksheet B on preparing a daily program log
8. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a transmitter engineer.
2. Evaluate yourself as a possible transmitter engineer.
3. Prepare a daily program log for the transmitter engineer.
4. Determine if you would like this kind of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a transmitter engineer.
2. Complete the Self Inventory on Worksheet A to help you determine your interest in this type of work.
3. Read the Information Sheet and the Instruction Sheet for Worksheet B.
4. Using the Information Sheet and the Instruction Sheet for Worksheet B, the Example, the Movies, and the Commercials and Public Service Announcements, prepare a daily program log for the transmitter engineer on Worksheet B.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Self Inventory on Worksheet A and submitting it to your teacher.
2. Preparing the daily program log on Worksheet B and submitting it to your teacher.
3. Completing the Student Attitude Sheet and submitting it to your teacher.

MY FIRST LOG ENTRY EVERYDAY IS TO "SIGN ON"

WORKSHEET A

Self Inventory

DIRECTIONS: Answer the following questions by circling Yes, No, or NI (Needs Improvement).

		YES	NO	NEEDS IMPROVEMENT
1.	Are you interested in radio and television?	Yes	No	NI
2.	Do you listen regularly to radio?	Yes	No	NI
3.	Are you frequently critical about what you see and hear on television?	Yes	No	NI
4.	Have you visited a radio or television station?	Yes	No	NI
5.	Do you work well under pressure maintaining composure and good judgment?	Yes	No	NI
6.	Do you like to work alone?	Yes	No	NI
7.	Do you like to keep records?	Yes	No	NI
8.	Do you like to repair equipment?	Yes	No	NI
9.	Are you interested in electronics?	Yes	No	NI
10.	Do you have good English skills?	Yes	No	NI
11.	Do you like math and science classes?	Yes	No	NI
12.	Would you like to build and operate an amateur radio station?	Yes	No	NI
13.	Are you a responsible person who can perform duties without close supervision?	Yes	No	NI
14.	Would you like working with tape machines, cameras, and microphones?	Yes	No	NI
15.	Would you like to operate controls and switches on equipment?	Yes	No	NI

INFORMATION SHEET FOR WORKSHEET B

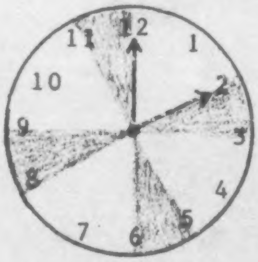
The log is a time and source schedule for the transmitter engineer. It tells him when the program is to be broadcasted and where to receive the signal for the broadcast. Logs are prepared daily and are prepared at least two days in advance by the program department. It is very important that the transmitter technician follow the log carefully, for the logs are inspected periodically by Federal Agents from the Federal Communications Commission. The logs must be kept on file for a five-year period.

Sometimes the logs must be changed because the program which is scheduled to be broadcasted may be cancelled or delayed. Also, the local station may have trouble receiving the signal from the network. In this case, the local station will usually run a statement such as "Trouble is not in your set--we are having network difficulty."

When a scheduled broadcast is delayed or cancelled, the transmitter engineer must change the log and fill in the scheduled time with other programs, commercials, and/or public service announcements (PSA's). Public service announcements are run free of charge and deal with topics which inform the public about a special event or product (without mentioning any brand names). Examples of PSA's would include special bulletins about the weather, the advantages of drinking milk and orange juice, information about flu shots, etc.

Most commercials and public service announcements are 30 seconds to one minute in length. A minimum of two commercials and/or public service announcements are run consecutively. Usually, no more than four half-minute commercials or PSA's are broadcasted consecutively. Commercials and public service announcements are usually run at the following times: between 10 and 15 minutes after the hour, between 25 minutes and half past the hour, between 20 and 15 minutes until the hour, and between 5 minutes and 1 minute until the hour.

Most commercials and PSA's are usually run in shaded time areas.



Sources for the broadcast may vary. The log tells the transmitter engineer whether the broadcast is originating from live action, videotape, 16mm film, 35mm slides, a tape machine, or a network signal from New York or other centers.

INSTRUCTION SHEET FOR WORKSHEET B

In the following activity, assume that you are the transmitter engineer for the WHOO Television Station. Your log tells you that you are to receive a broadcast of a baseball game from New York at 2 p.m. However, you have just received notification that the game is "rained out" and will not be broadcasted. You have 90 minutes of time to fill with a movie, commercials, and public service announcements. Use the information sheet, the example, the list of movies, and the list of commercials and public service announcements for this activity. "Log in" (write) the time, the name of the movie you will run, the length of time, the source, and the type of broadcast on the Daily Program Log provided (Worksheet B). "Log in" each commercial and PSA in the same manner. Include at least 6 PSA announcements in your broadcast.

Complete the top section of the worksheet by writing page 1 on the first page and page 2 on the second page, if needed; the current date; your name in the "Operator" blank; the time you begin the activity in the "On" blank; and your name and the time you complete the log in the "Operator" and "Off" blanks.

You must fill in 90 minutes of time. For example, if you choose to broadcast a movie which is 74 minutes in length, you must use the other 16 minutes for commercials and public service announcements. The program length of the movie should be logged as 1½ hours because the combined length of the movie, the commercials, and PSA's will cover 1½ hours of time. Thirty seconds for commercials and PSA's should be written as :30. You may not need to use all of the blanks provided. Your broadcast time will run from 2:00 to 3:30 p.m.

EXPLANATION OF PROGRAM LOG CATEGORIES

PROGRAM TIME: Time material is SCHEDULED to begin and end.
PROGRAM TITLE: Title, name, or identification of material broadcast.
PROGRAM LENGTH: Length of time of material to be broadcast.
PROGRAM SOURCE: Location from which programs originate.

L	Local	T	Tape Machine
VT	Videotape	NET	Network
F	16mm Film	LC	Live Copy
SL	35mm Slides	O	Other

PROGRAM TYPE (Abbreviations):

E	Entertainment
PSA	Public Service Announcement
C	Commercial
ID	State Identification
PROMO	Station Promotional Announcement
O	Other

MOVIES

Use the following list of movies to choose a movie to be broadcast in the activity on Worksheet B. The source for all of the movies is local--16mm film. The length in minutes is given for each movie.

BRIAN'S SONG (74 minutes)

This film centers around the friendship of two teammates on the Chicago Bears football team--Brian Piccolo, a white player overshadowed by the better performance of his rising superstar friend, Gale Sayers, a black athlete destined to be a top running back. Their friendship becomes a lesson in brotherhood until it is tragically ended in Brian's death from cancer at age 26.

THE GENERAL (75 minutes)

This is a Civil War comedy based on the "Great Locomotive Chase," which is a true story of a Civil War incident. Keaton, as a Union raider, and his men go behind enemy lines. To get back, they steal a locomotive, known affectionately as the General.

GULLIVER'S TRAVELS (77 minutes)

Based on the classic by Jonathon Swift, this animated feature shows the English Sailer, Gulliver, shipwrecked on the shores of the little kingdom of Lilliput, inhabited by a race of tiny people.

THE HOBBIT (78 minutes)

This movie is J. R. R. Tolkien's fantasy of a war between the Hobbits and the Dwarves against the evil dragons and goblin glitters.

THE GOLD RUSH (81 minutes)

This movie stars Charlie Chaplin as a lone prospector who comes to Alaska at the turn of the century to search for gold. It has been proclaimed by film historians as one of the greatest comedies ever made.

HOUND OF THE BASKERVILLES (80 minutes)

Based on the classic thriller by Sir Arthur Conan Doyle, this film stars Basil Rathbone as Sherlock Holmes and Nigel Bruce as Dr. Watson investigating mysterious events of the estate of Sir Henry Baskerville.

COMMERCIALS AND
PUBLIC SERVICE ANNOUNCEMENTS

Commercials

Use the following list of commercials in the activity on Worksheet B. Every commercial is one-half minute in length. The source for each commercial is a tape machine--local.

FRAN'S FRIED CHICKEN
HARVEY'S HAMBURGERS
FINE FURNITURE COMPANY
PETE'S PET SHOP
"IN STYLE" DEPARTMENT STORE
FAY'S FINE JEWELRY
CAROL'S CURL SALON
FASHION AND FROCKS SHOP
BOOTHE'S AUTOMOBILE DEALERSHIP
NOAH'S NEW CARS
FANNY'S FABULOUS BURGERS
KENT'S CAR PARTS
BOB'S BOWLING LANES
HONEST JOHN'S USED CARS
THE HOME PEOPLE'S BANK
TOM'S TERMITE CONTROL
KATHY'S CRAFT SHOPPE
FLORA'S FLOWERS
THE ALWAYS PAY INSURANCE CO.
MARILYN'S MUSIC CENTER
PHIL'S PHARMACY
ROGER'S REAL ESTATE
SHARON'S FABRIC SHOP
THE PIZZA PLACE
THE GOOD GRUB RESTAURANT
BAKER'S BOOK STORE

PUBLIC SERVICE ANNOUNCEMENTS

Use the following list of public service announcements (PSA's) in the activity on Worksheet B. Each PSA is 30 seconds or one-half minute. The source for each PSA is shown in parenthesis. Choose at least 6 from this list.

SAVING ENERGY IN THE HOME	(local--35mm slide)
SAVING FUEL WITH BETTER GAS MILEAGE	(local--tape machine)
MINE SAFETY	(local--35mm slide)
SAFE DRIVING	(local--tape machine)
FLU SHOT INFORMATION	(local--35mm slide)
MILITARY SERVICE INFORMATION	(local--35mm slide)
ORANGE JUICE	(local--tape machine)
MILK	(local--tape machine)
FIRE PREVENTION	(local--tape machine)
ACCIDENT PREVENTION IN THE HOME	(local--35mm slide)

EXAMPLE

WHOO TELEVISION STATION
DAILY PROGRAM LOG

Page 1

Date May 2, 198-

Operator Peep

ON 1:00 p.m.

Operator ________

OFF ____________

ALL TIMES LOCAL

Sources

L	Local
VT	Videotape
F	16mm Film
SL	35mm Slides
T	Tape Machine
NET	Network
LC	Live Copy
O	Other

Type

E	Entertainment
PSA	Public Service Announcement
C	Commercial
ID	Station Identification
PROMO	Station Promotional Announcement
O	Other

PROGRAM TIME Begin End	PROGRAM TITLE	PROGRAM LENGTH	PROGRAM SOURCE	PROGRAM TYPE
2:00-3:30 p.m.	Born Free	1½ hrs.	L & F	E
2:13-2:15 p.m.	Phil's Pharmacy	:30	L & T	C
	Fay's Fine Jewelry	:30	L & T	C
	Military Service	:30	L & SL	PSA
	Flora's Flowers	:30	L & T	C
2:28-2:29:30	Fran's Fried Chicken	:30	L & T	C
	Mine Safety	:30	L & SL	PSA
	Bob's Bowling Lanes	:30	L & T	C
2:43-2:44 p.m.	Noah's New Cars	:30	L & T	C
	Tom's Termite Control	:30	L & T	C
2:57-2:58 p.m.	Saving Energy in the Home	:30	L & SL	PSA
	Boothe's Automobile Dealership	:30	L & T	C

WORKSHEET B

WHOO TELEVISION STATION
DAILY PROGRAM LOG

Page _____

Date _______________

Operator __________

ON _______________

Operator __________

OFF _______________

ALL TIMES LOCAL

Sources

L	Local
VT	Videotape
F	16mm Film
SL	35mm Slides
T	Tape Machine
NET	Network
LC	Live Copy
O	Other

Type

E	Entertainment
PSA	Public Service Announcement
C	Commercial
ID	Station Identification
PROMO	Station Promotional Announcement
O	Other

PROGRAM TIME		PROGRAM TITLE	PROGRAM LENGTH	PROGRAM SOURCE	PROGRAM TYPE
Begin	End				

KEY

WORKSHEET B

WHOO TELEVISION STATION
DAILY PROGRAM LOG

Students may use any combination of the commercials, PSA's, and one movie. The completed log should contain 90 minutes of total time. Students may have to use 2 pages for this activity.

Page 1

Date Current Date

Operator Peep

ON 1:00 p.m.

Operator Peep

OFF 3:30 p.m.

ALL TIMES LOCAL

Sources

L	Local
VT	Videotape
F	16mm Film
SL	35mm Slides
T	Tape Machine
NET	Network
LC	Live Copy
O	Other

Type

E	Entertainment
PSA	Public Service Announcement
C	Commercial
ID	Station Identification
PROMO	Station Promotional Announcement
O	Other

PROGRAM TIME Begin End	PROGRAM TITLE	PROGRAM LENGTH	PROGRAM SOURCE	PROGRAM TYPE
2:00-3:30 p.m.	The Gold Rush	1½ hrs.	L & F	E
2:15-2:17 p.m.	Baker's Book Store	:30	L & T	C
	Mine Safety	:30	L & SL	PSA
	Pete's Pet Shop	:30	L & T	C
	Kent's Car Parts	:30	L & T	C
2:30-2:31 p.m.	Orange Juice	:30	L & T	PSA
	Sharon's Fabric Shop	:30	L & T	C
	Bob's Bowling Lanes	:30	L & T	C
	Fine Furniture Company	:30	L & T	C
2:45-2:46:30	Military Service Information	:30	L & SL	PSA

KEY CONTINUED

WORKSHEET B

PROGRAM TIME Begin End		PROGRAM LENGTH	PROGRAM SOURCE	PROGRAM TYPE
	Flora's Flowers	:30	L & T	C
	Honest John's Used Cars	:30	L & T	C
3:01-3:03 p.m.	Carol's Curl Salon	:30	L & T	C
	The Home People's Bank	:30	L & T	C
	Milk	:30	L & T	PSA
	Harvey's Hamburgers	:30	L & T	C
3:15-3:16:30	The Pizza Place	:30	L & T	C
	Accident Prevention in the Home	:30	L & SL	PSA
	Flu Shot Information	:30	L & SL	PSA

Name ______________________________

Occupational Cluster Communications and Media - Engineer-In-Charge Transmitter

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing the Self Inventory					
Selecting movie, commercials, & PSA's					
Preparing the log					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Field Engineer DOT CODE: 193.262-018

DUTIES:

For programs originating outside the studio, field engineers go to the site and set up, test, and operate broadcasting equipment. After the broadcast, they dismantle the equipment and return it to the station. A whole truckload of equipment must be transported to the site. The field engineer is part of an entire crew who must be on hand hours, and sometimes days, before the program is broadcasted. Field engineers work with camera placement, location of the mobile unit, cables, audio lines, lenses, microwave gear, and other equipment needed for the broadcast.

WHERE EMPLOYED:

The majority of field engineers are employed by major networks and large television stations. The originating centers for most network programs are located in New York, Los Angeles, and Washington, D. C. Television stations employing field engineers are located in large cities.

EMPLOYMENT OUTLOOK:

Employment of field engineers is expected to grow about as fast as the average for all industries. Competition may be keen because the broadcast field attracts large numbers of jobseekers.

EDUCATION AND TRAINING:

People interested in becoming a field engineer must obtain a First Class Radiotelephone Operator License from the Federal Communications Commission (FCC). Applicants for an FCC license must pass a series of written examinations on broadcasting operations.

Technical training in electronics is needed to become a field engineer. Programs in electronics are offered by vocational-technical schools, technical institutes, and also by junior and community colleges. High school courses in electronics, mathematics, and physics are desirable for students who plan to pursue careers as field engineers.

SPECIAL QUALIFICATIONS: The field engineer should be an expert in the field of electronics and should be able to solve problems when they develop with the equipment.

EARNINGS AND ADDITIONAL BENEFITS: Since most field engineers are employed by networks or large television stations, wages are high and benefits are good. Many workers belong to unions.

WORKING CONDITIONS/ LIFESTYLES: Most field engineers work a 40-hour week. However, field engineers may work many remote broadcasts which include evening, night, weekend, and holiday broadcasts. The working conditions vary with the site of the remote broadcast. A career as a field engineer usually involves extensive travel. To meet a broadcast deadline, the field engineer may have to work continuous hours under great pressure.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Field Engineer	193.262-018
Video Operator	194.282-010
Audio Operator	194.262-010

OCCUPATIONAL TASK: Preparing for a remote broadcast

OCCUPATIONAL COMPETENCY: Determining camera placements for various remote broadcasts

RESOURCES and/or MATERIALS

1. Student Information Sheet
2. Instruction Sheet for Remote Events
3. Diagrammed Remote Events (9 sheets)
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a field engineer.
2. Decide where to place cameras for various remote broadcasts.
3. Determine whether you would like this type of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a field engineer.
2. Read the Student Information Sheet.
3. Read the Instruction Sheet for Remote Events.

4. Using the Instruction Sheet for Remote Events, decide where to place the cameras in the various Diagrammed Remote Events (9 sheets).

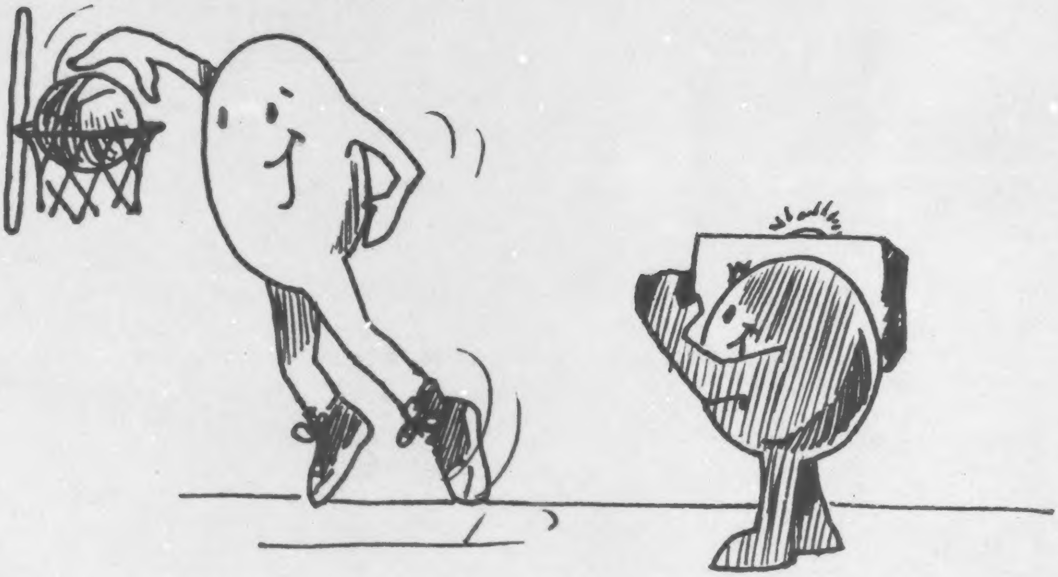
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the 9 sheets of Diagrammed Remote Events and submitting them to the teacher.

2. Completing the Student Attitude Sheet and submitting it to the teacher.



STUDENT INFORMATION SHEET

The remote program is a show which originates outside the studio. Often it is a sports event. Most outdoor dramas and television commercials are filmed instead of video recorded because television remotes are complicated and expensive.

When a remote is scheduled, the engineer and the director go out to the site and survey the situation to determine what problems they must solve in order to broadcast the event. Between them, they fill out a report which outlines the equipment needed, the source of power, the placement of cameras, microphones, etc. (Refer to the example of the report provided.)

The placement of the cameras in a remote broadcast is very important. They must be situated to fully cover the event for the home audience and placed where they will interfere as little as possible with the view of the paying audience.

The cameras are almost always stationary at remote points, since it is very difficult to prepare smooth dolly runs or tracks. Trial and error over a period of time have developed fairly standard placements of cameras for most sports and remote events. It is generally accepted that the main cameras should be elevated to cover all of the action.

There are two important rules to follow in camera placement:

1. When two or more cameras are to be used in following very rapid action, it is best to keep the cameras as close together as possible.

Main cameras are almost always kept close together so that cutting between them does not confuse the audience by introducing a new angle of view and changing the position of the players on the field.

2. In all cases of court or field games which are based on the advancement of the ball toward a goal, all main cameras must be on the same side of the field or court.

If this rule is broken, left and right will reverse when cutting, and the viewer may think he sees a team advancing the ball toward the goal they are supposed to be defending.

REMOTE PICK-UP SURVEY REPORT - PART B
(Made out by Engineer)

Location: Date:
Address:
Type of Event:
Date of First Pick-up:
Contact People and Phone Numbers:
Nearest Phone to Location:
Control Point (truck position or otherwise)
Camera 1: Location: Cable Length:
Camera 2: Location: Cable Length:
No. of Mikes and Types: Cable Length:
Mike Parabola Position (if any):
AC Power Available volts amps phasing
Power cable length to control point:
Tie-in fixtures required:
Lighting available - foot candles:
Additional lighting needed:
Power available for lighting: voltage current
location cable requirements
Power construction required:
Electrical contractor employed by location:
Platform construction required:
Contractor employed by location:
RL and PL* Termination location:
Person phone company can contact for information:
Video transmission facilities: Phone Company input
Coax length
Location of microwave transmitter
Microwave control location
Cable length required
Camera coax, PL bridge, AC power
NOTE: If second microwave hop is required, fill out second survey sheet where applicable for this location.
Location of off-the-air receiver antenna:
Location of announce monitor:
Coax ft., or antenna location:
Misc. equipment needs: dollies, control table, etc.:
Check probably personnel requirements:
Cameramen Video Audio Microwave link operator
Boom operator
Please attach sketch showing location of control point, power source cameras, PL and RL termination and microwave transmitter

*Radio line and private telephone line for constant contact with station.

INSTRUCTION SHEET FOR REMOTE EVENTS

The following is a brief explanation of the camera placement for each remote event diagrammed in the learning activity.

Auto Racing - Auto racing involves very fast action. All cameras must be elevated and placed on the outside of the race track to keep the cars running in the same direction. Also, it is dangerous to place cameras on the inside of the track because of the possibility of wrecks. Two cameras located closely together are needed at the start-finish line. One camera on each end of the track and one camera directly across from the start-finish line will adequately cover all action.

Baseball - Baseball is the most difficult game to televise because the action is spread out over a large area. Also, there are long periods of inactivity coupled with moments of very fast action. Camera positions vary with the conditions in the ball park. However, there are usually two cameras used behind home plate. The third camera can be placed down the line toward first base. A fourth camera can be positioned between third base and home plate.

Basketball - The cameras in basketball must cover action moving rapidly from one end of the court to the other. Two cameras on the same side of the court placed closely together near the center line will handle action satisfactorily. One camera on each end of the court is useful for covering free throws and occasional plays near the basket.

Bowling - In bowling usually three cameras are needed. One camera is positioned on the left side of the lanes and one camera is placed on the right side of the lanes. A third camera would be needed to show the bowlers before they bowl and after they bowl. This third camera would be elevated and located above the bowling lanes.

Church Wedding - There are many different layouts for churches. On the diagram of the church provided, one camera located in the loft would provide coverage of the front area. This camera will show the back side of the wedding party during the wedding and the recessional. In a wedding processional, it is very important for the home audience to view the bride as she comes down the aisle. Therefore, a second camera is needed behind the minister. A third and fourth camera placed at the front of the left and right aisles will provide the coverage needed for the rest of the ceremony.

INSTRUCTION SHEET FOR REMOTE EVENTS (Continued)

Circus - A circus which has three rings will sometimes have action going on in all three rings at the same time. Four cameras in the main center stage are needed to cover all acts. The first two cameras are positioned in front of the main ring. The other two cameras are located in front of the left and the right rings. This will cover the acts in all three rings. All cameras would be elevated to prevent blocking the view of the audience.

Football - The action in football is fairly well concentrated, except for long pass plays, punts, and kickoffs. Two cameras placed in the stands along the 50-yard line provide excellent coverage. Of course, the cameras must be on the same side of the field to avoid changing direction when cutting. One camera placed on each end of the field can cover plays near the goal line, conversion kicks, and other good shots.

Ice Hockey - The coverage of ice hockey is similar to the coverage of football. Two cameras should be positioned on the same side of the field near the center line. One camera at each end of the arena will cover action near the goal line.

Interview Show - An interview show requires two cameras. The first camera should be placed on the lower left side of the coffee table several feet away. A camera situated in this manner will show the face of the guest which is turned toward the M. C. The second camera, which will focus on both the guest and the M. C., should be several feet away and slightly toward the right front of the coffee table.

Panel Discussion - To cover a panel show, three cameras are needed. The first camera covering the M. C. is several feet away but directly in front of and focusing on the M. C. The second camera should be directly in front of the second panelist several feet away. This camera can cover responses from the first three panelists. A third camera located several feet away to the right of the first panelist can cover responses by all four panelists as well as show the panelists as a group.

Parade - Since parades move very slowly down the parade route, cameras are permitted on both sides of the street. A float may have a special effect on the left or the right side which the viewing audience would miss if coverage is not provided on both sides. In the diagram provided, assume that one camera is needed on both sides of the street. A third camera is needed in the middle of the street to cover the front of the floats and bands as they proceed down the route. This camera, of course, would be elevated.

INSTRUCTION SHEET FOR REMOTE EVENTS (Continued)

Press conference - When the President holds a press conference, the cameras must cover the President as well as the reporters asking the questions. One elevated camera located at the back of the aisle will provide adequate coverage of the President. One camera in front of the reporters on the left side and one camera in front of the seating area on the right side will provide coverage of the reporters asking questions.

Rocket Space Shuttle - To cover the launch of a space shuttle, two cameras located closely together in front of the space shuttle are needed. Two other cameras located on the left and right sides of the space shuttle can provide additional coverage. All cameras would be elevated.

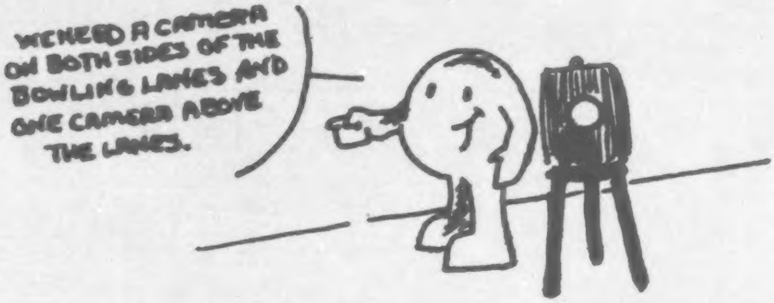
Skiing - The coverage of skiing usually requires several cameras placed along the skiing route. In the diagram provided, assume that three cameras located on one side will be needed to cover the route. The first camera should be positioned very close to the starting line with the other two cameras spaced far enough apart to cover the action. A fourth camera is needed behind the finish line.

Swimming - Swimmers begin from the diving area and swim down to the other end of the pool and back to the diving area. One camera is needed at both ends of the pool to cover the start, the turns at the other end, and the finish. Two cameras located around the center line on one side of the pool will provide excellent coverage on all swimming lanes.

Tennis - Mid-court placement of cameras cannot be used in tennis because of the rapid speed of the ball. One camera located behind the player at each end of the court must be used to cover the action.

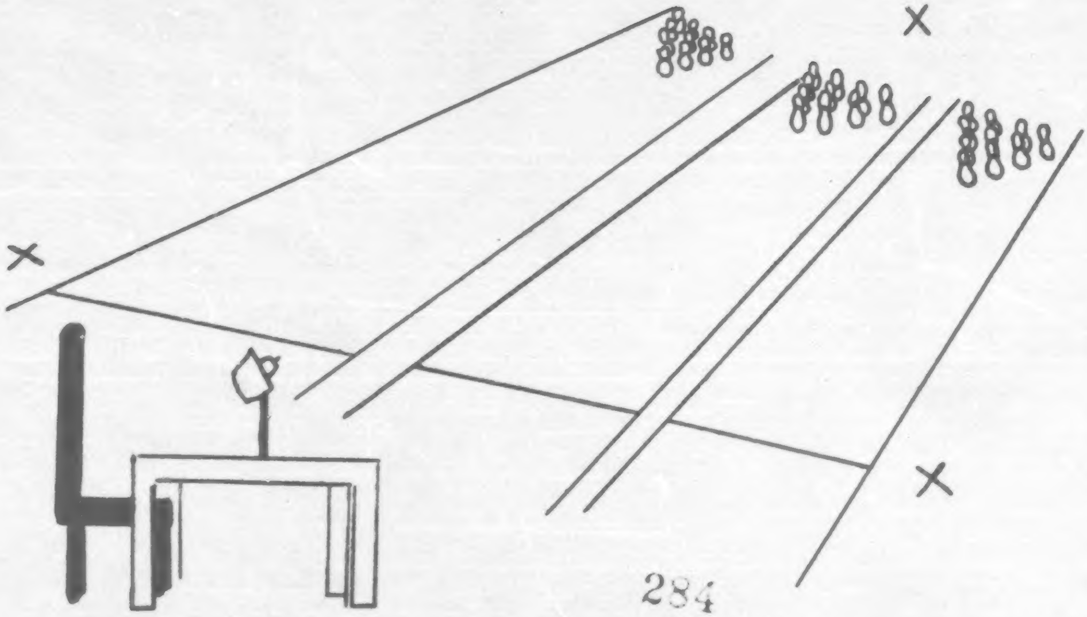
DIAGRAMMED REMOTE EVENTS

On the following pages there are 17 diagrams of remote events. Using the Instruction Sheet for Remote Events, you are to decide where to place the needed cameras to provide televised coverage of the remote events. Place an X in the appropriate location for each camera position. The first event, Bowling, has been completed for you as an example.


WE NEED A CAMERA ON BOTH SIDES OF THE BOWLING LANES AND ONE CAMERA ABOVE THE LANES.

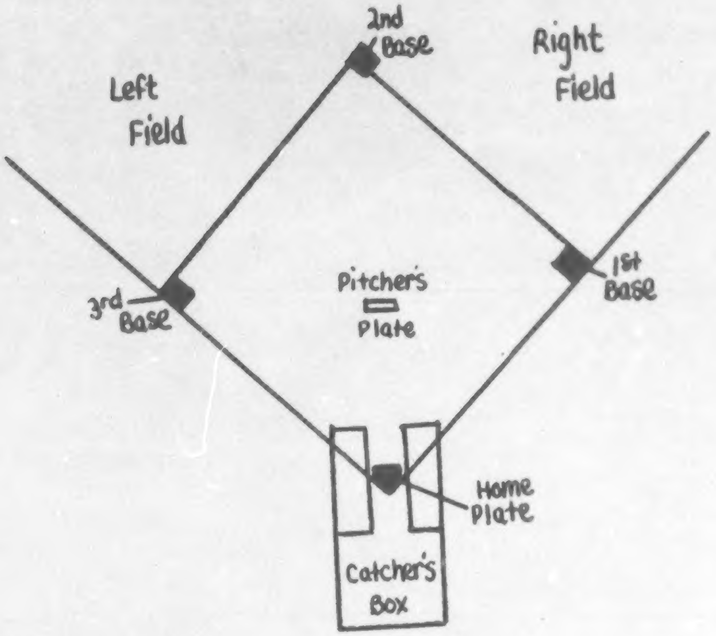
EVENT 1 - BOWLING

Championship Bowling is an exciting event. This remote requires 3 cameras.



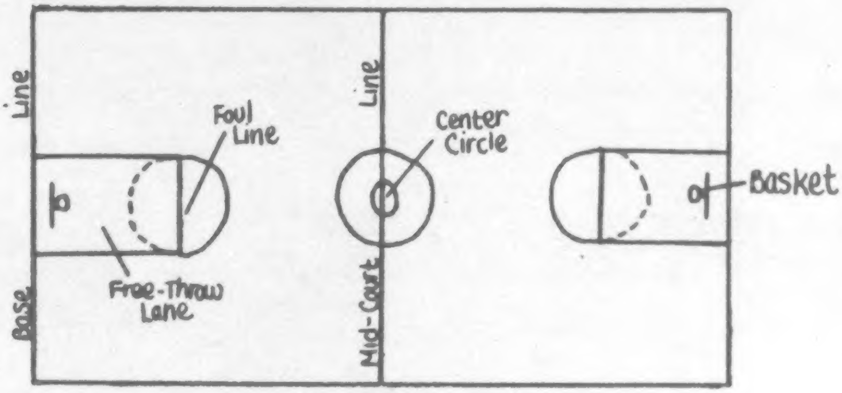
EVENT 2 - BASEBALL

Riverfront Stadium is the scene for the Cincinnati Reds and Pittsburgh Pirates game in Cincinnati. This remote requires 4 cameras.


2nd Base
Right Field
Left Field
Pitcher's Plate
3rd Base
1st Base
Home Plate
Catcher's Box

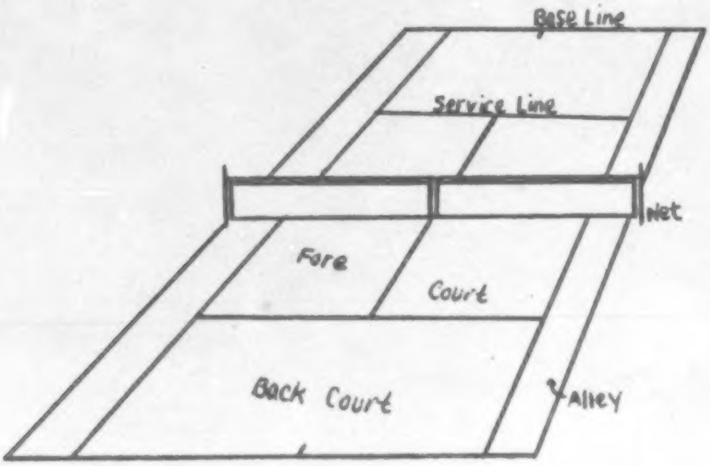
EVENT 3 - BASKETBALL

The Boston Celtics challenge the Philadelphia 76'ers at the Spectrum in Philadelphia. This remote requires 4 cameras.


Base Line
Foul Line
Mid-Court Line
Center Circle
Basket
Free-Throw Lane

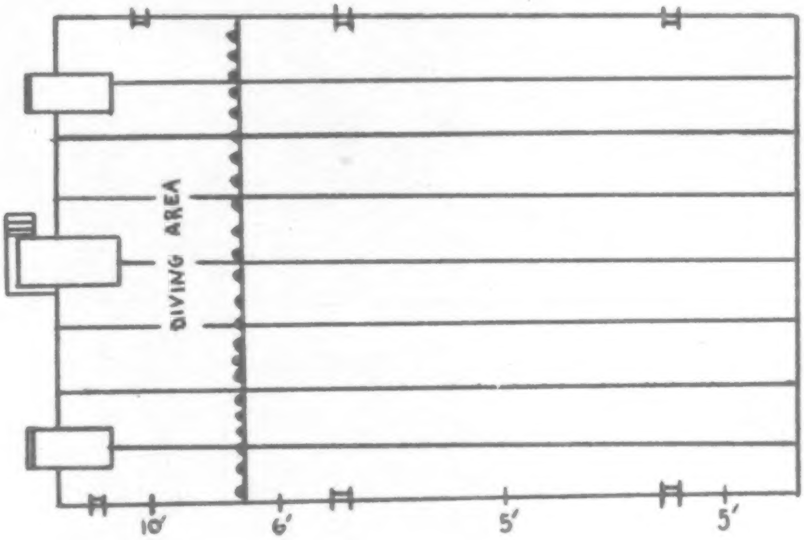
EVENT 4 - TENNIS

There will be fast action in the competition for the U. S. Open Tennis Championship in New York. This remote requires 2 cameras.


Base Line
Service Line
Net
Fore
Court
Back Court
Alley

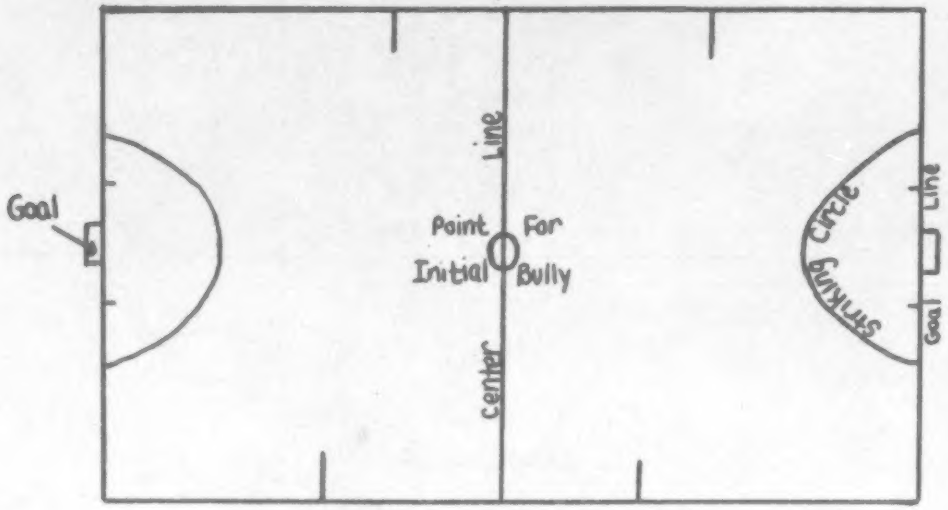
EVENT 5 - SWIMMING

The cameras are ready for the various swimming events in Los Angeles for the Olympics. This remote requires 4 cameras.


DIVING AREA
10'
6'
5'
5'

EVENT 6 - ICE HOCKEY

The Pittsburgh Penguins and the New York Islanders battle it out in the Pittsburgh Civic Arena. This remote requires 4 cameras.


Goal
Center Line
Point For
Initial Bully
Striking Circle
Goal Line

EVENT 7 - CIRCUS

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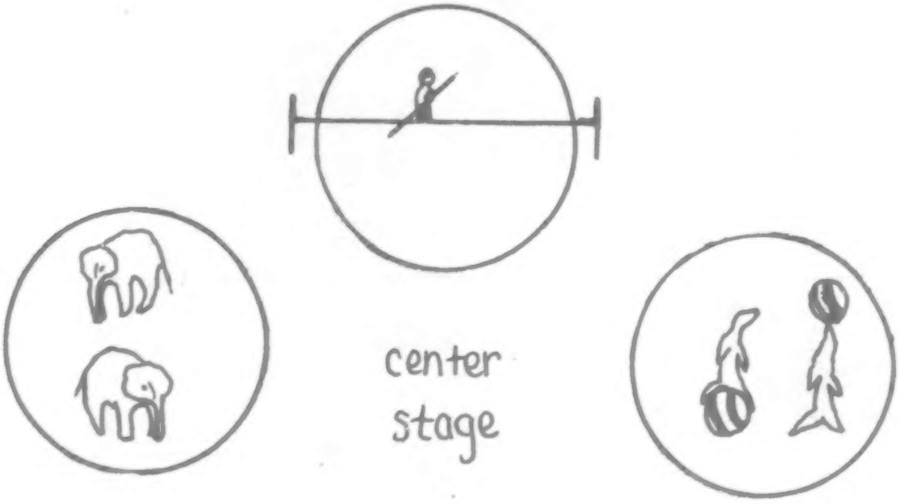
center stage

EVENT 8 - FOOTBALL

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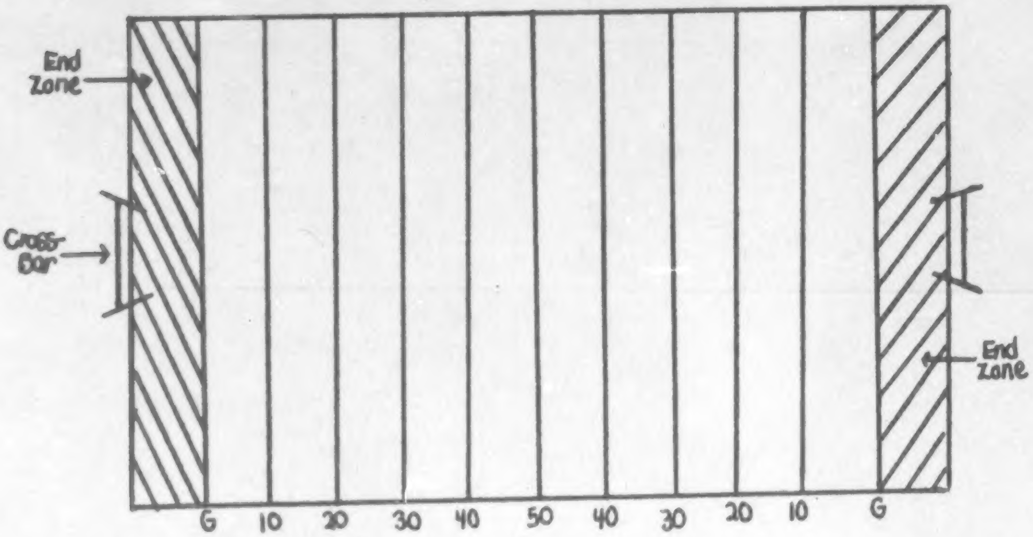
End Zone
Cross-Bar
End Zone
G
10
20
30
40
50
40
30
20
10
G

EVENT 9 - BOXING

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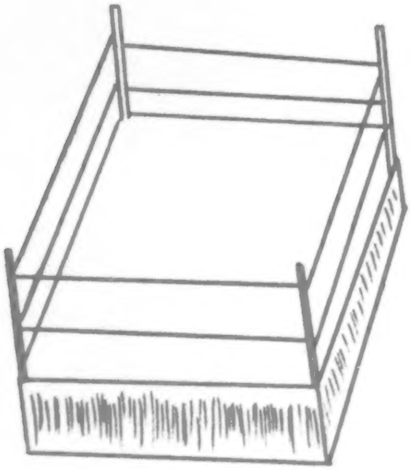

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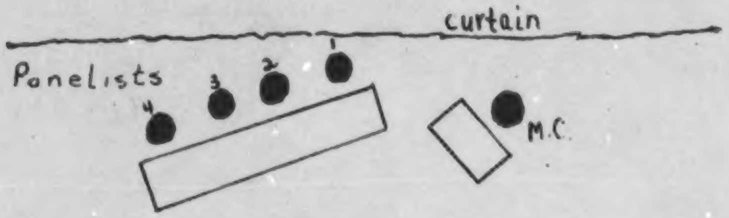
curtain
Panelists
1
2
3
4
M.C.

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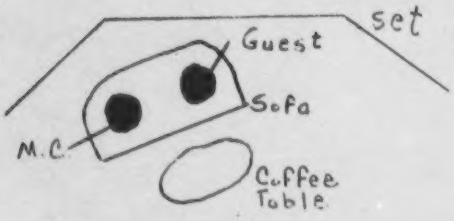
set
Guest
Sofa
M.C.
Coffee Table

EVENT 12 - CHURCH WEDDING

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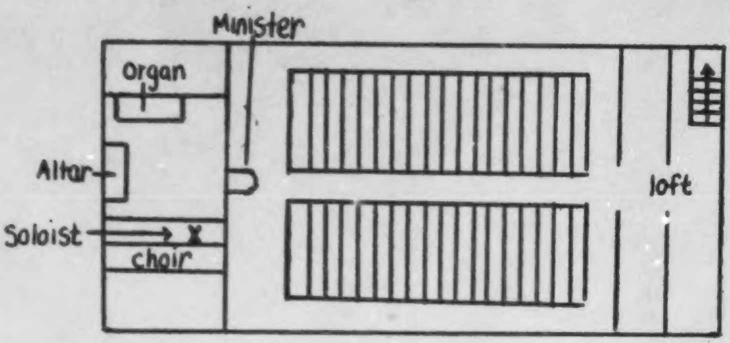
Minister
Organ
Altar
Soloist
X
choir
loft

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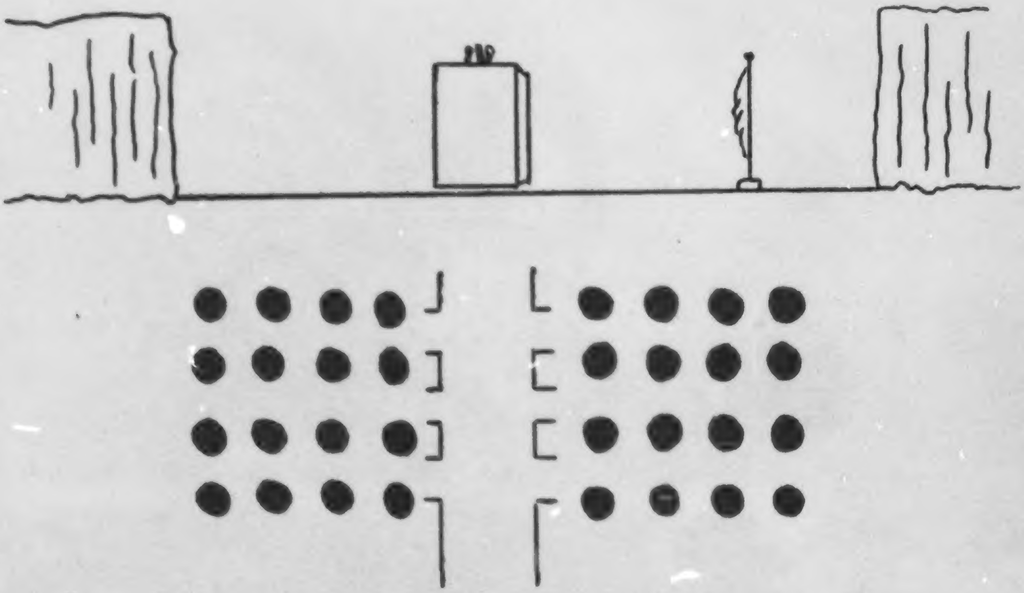
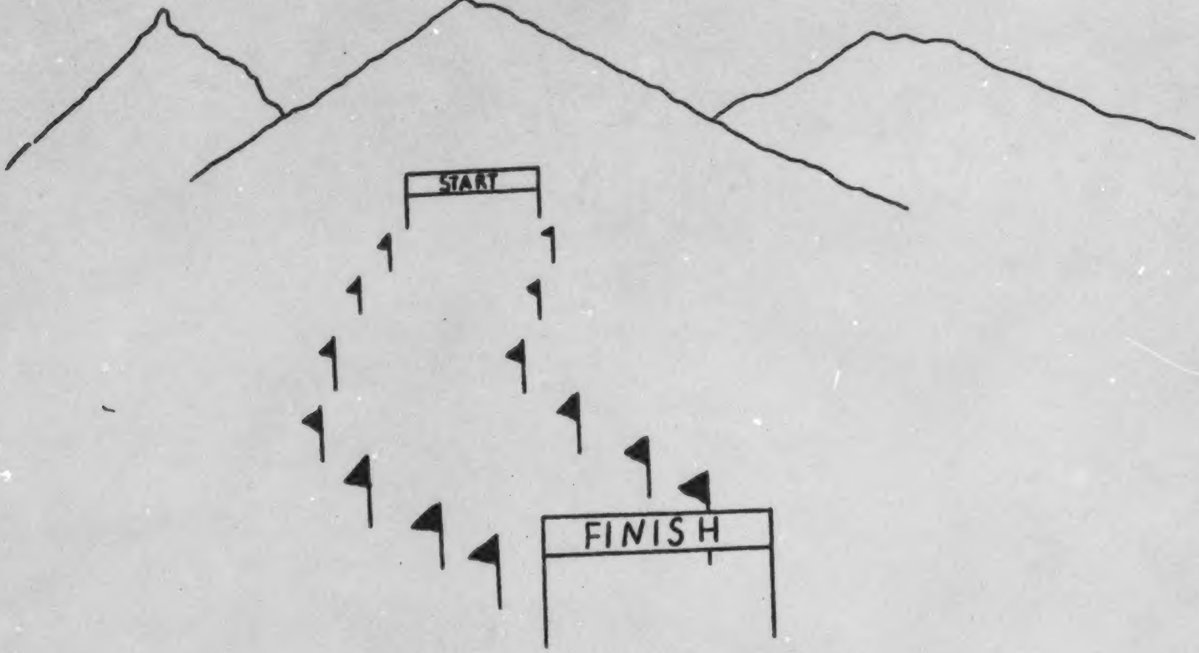


EVENT 14 - SKIING

Top skiers compete for the World Cup Skiing Championship held in Aspen, Colorado. This remote requires 4 cameras.



EVENT 15 - AUTO RACING

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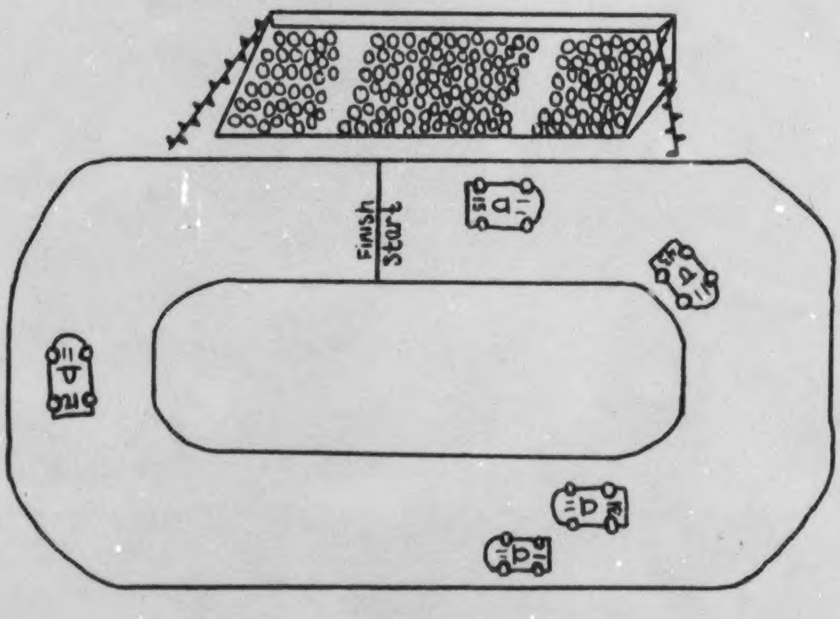

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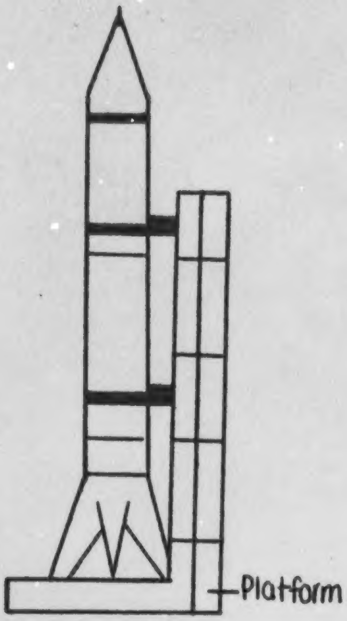

EVENT 17 - PARADE

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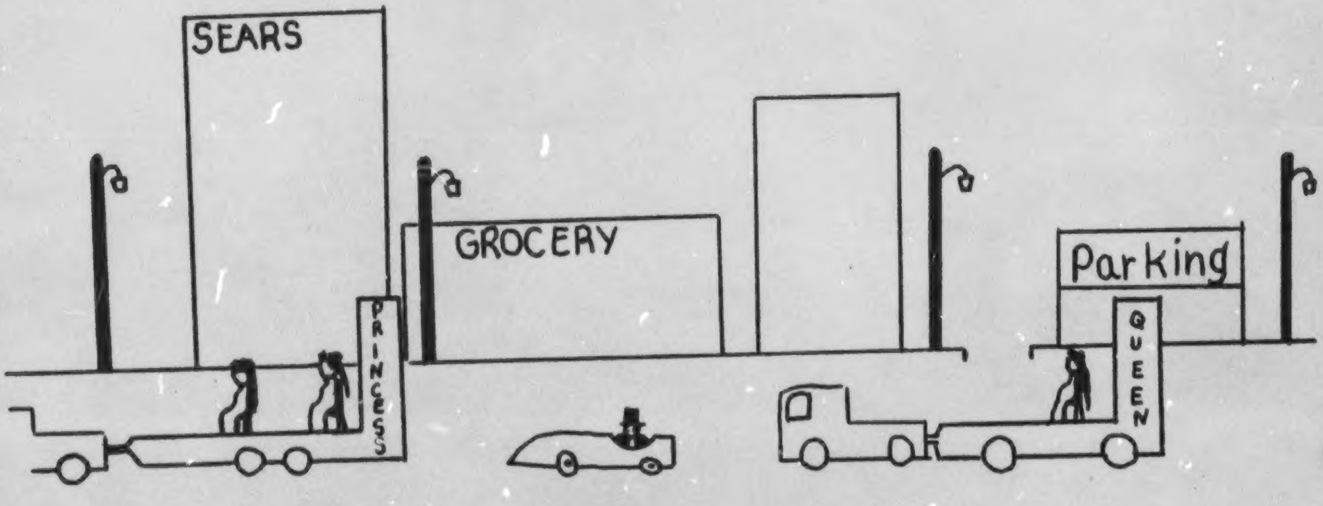
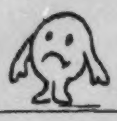

SEARS
GROCERY
Parking
PRINCESS
QUEEN

Name ______________________________

Occupational Cluster Communications and Media - Field Engineer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

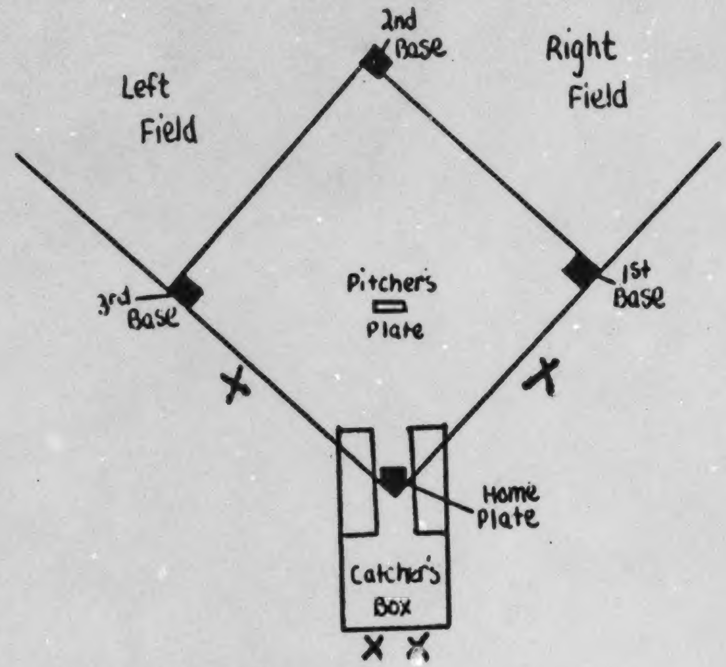
SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting 	Didn't enjoy any part of it
Finding out where cameras are located					
Deciding where to place cameras in remotes					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

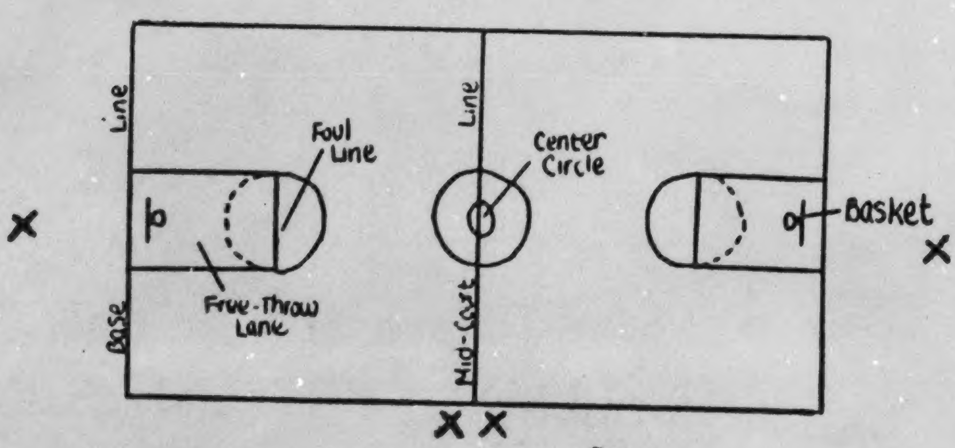
EVENT 2 - BASEBALL (Key)

Riverfront Stadium is the scene for the Cincinnati Reds and Pittsburgh Pirates game in Cincinnati. This remote requires 4 cameras.


2nd Base
Left Field
Right Field
3rd Base
Pitcher's Plate
1st Base
X
X
Home Plate
Catcher's Box
X X

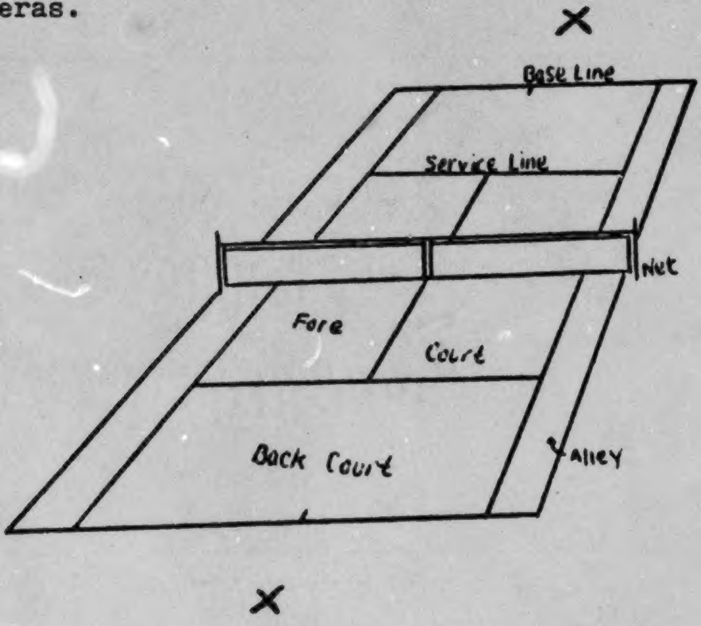
EVENT 3 - BASKETBALL (Key)

The Boston Celtics challenge the Philadelphia 76'ers at the Spectrum in Philadelphia. This remote requires 4 cameras.


Base Line
Foul Line
Mid-Court Line
Center Circle
Basket
Free-Throw Lane
X
X
X X

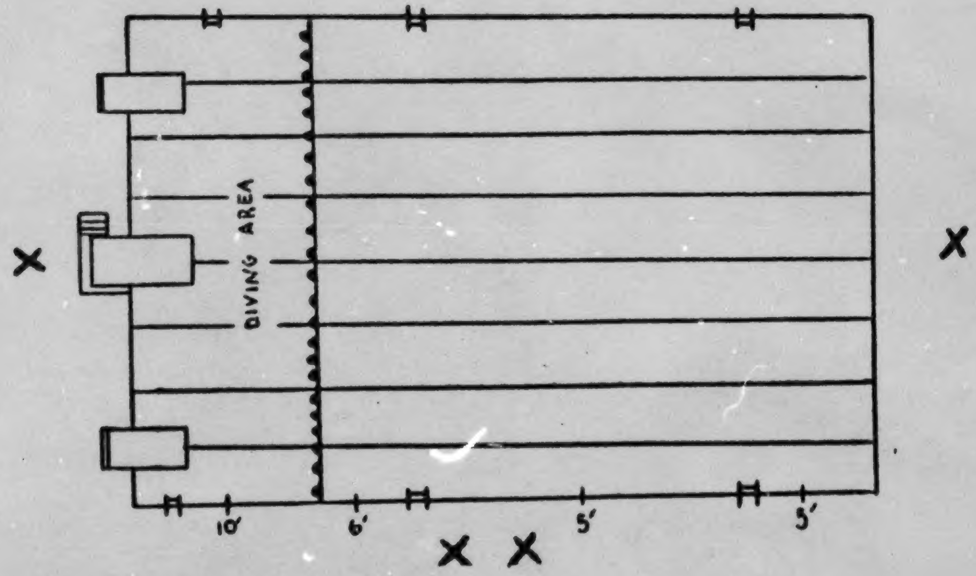
EVENT 4 - TENNIS (Key)

There will be fast action in the competition for the U. S. Open Tennis Championship in New York. This remote requires 2 cameras.


Base Line
Service Line
Net
Fore
Court
Back Court
Alley

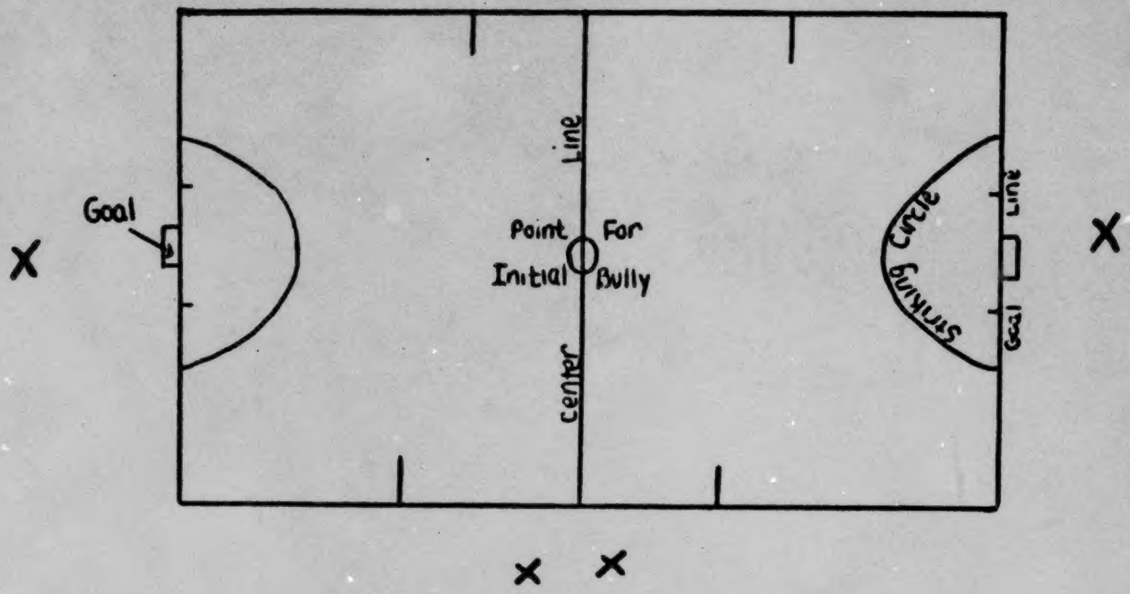
EVENT 5 - SWIMMING (Key)

The cameras are ready for the various swimming events in Los Angeles for the Olympics. This remote requires 4 cameras.


DIVING AREA
10'
6'
5'
5'

EVENT 6 - ICE HOCKEY (Key)

The Pittsburgh Penguins and the New York Islanders battle it out in the Pittsburgh Civic Arena. This remote requires 4 cameras.


Goal
Center Line
Point For
Initial Bully
Striking Circle
Goal Line
X
X
X
X

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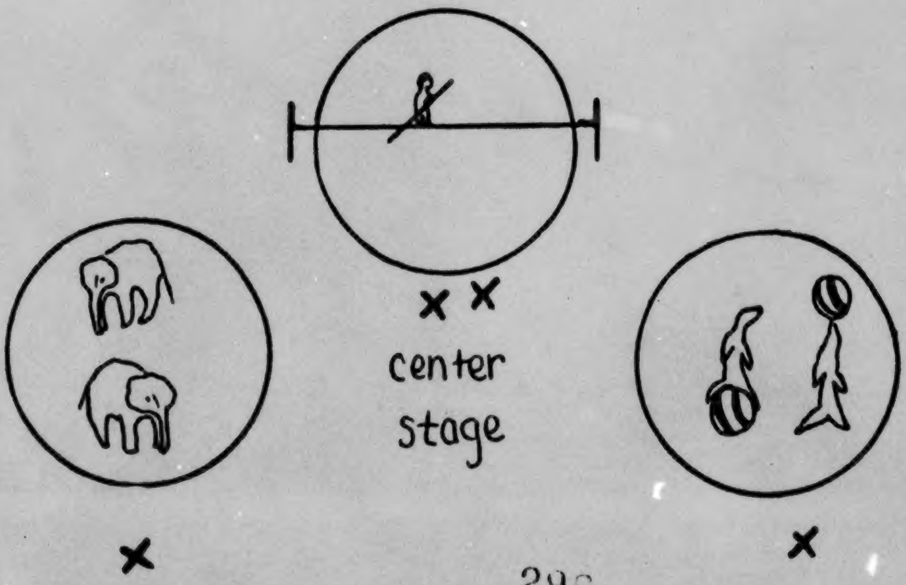
center stage
X
X
X
X

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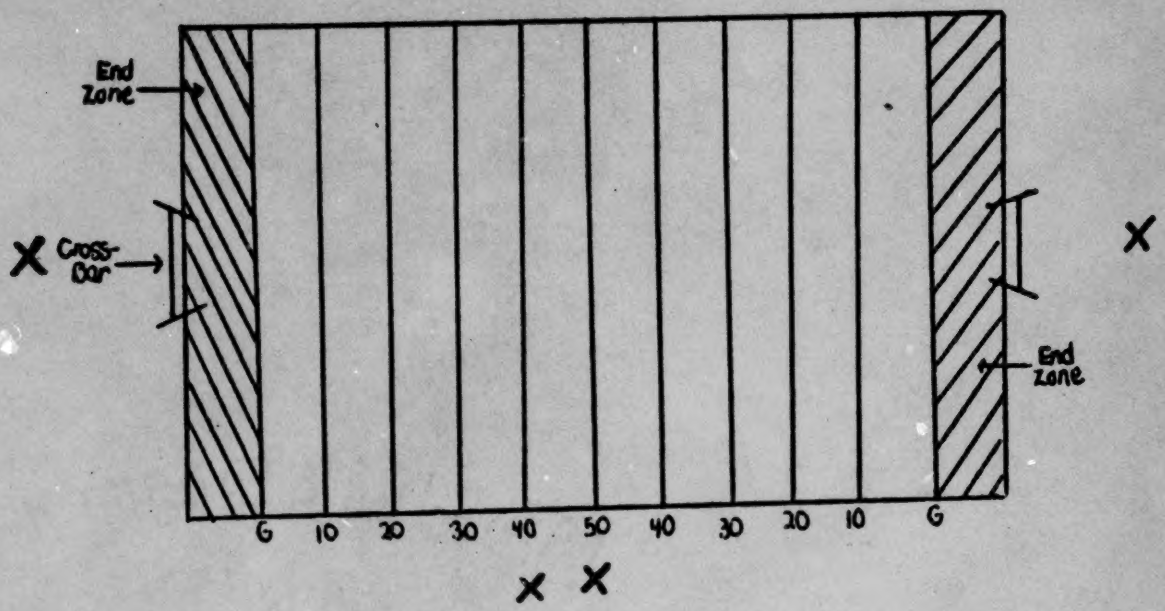
End Zone
X
Cross-Bar
X
End Zone
G
10
20
30
40
50
40
30
20
10
G
X X

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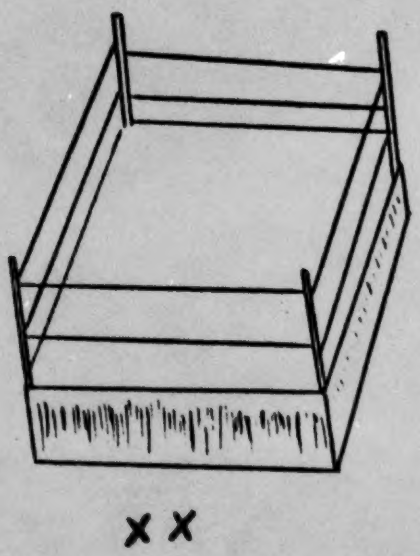

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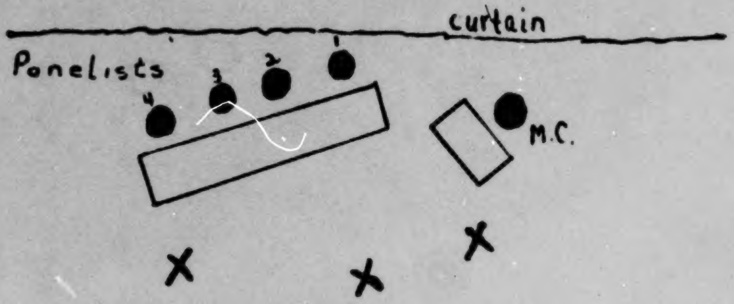
curtain
Panelists
4
3
2
1
M.C.

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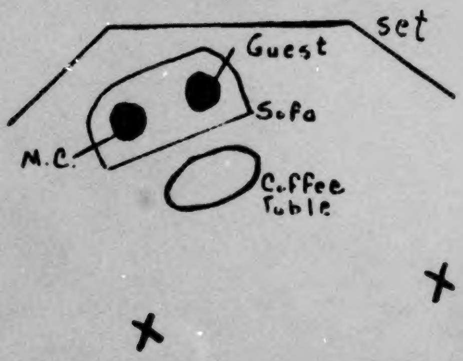
set
Guest
Sofa
M.C.
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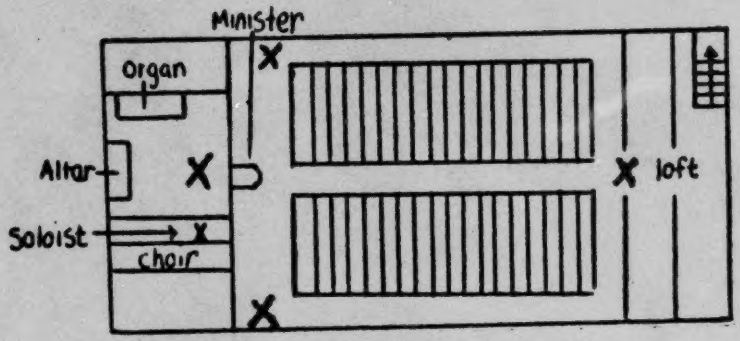
Minister
X
Organ
Altar
X
Soloist
X
choir
X
X
loft

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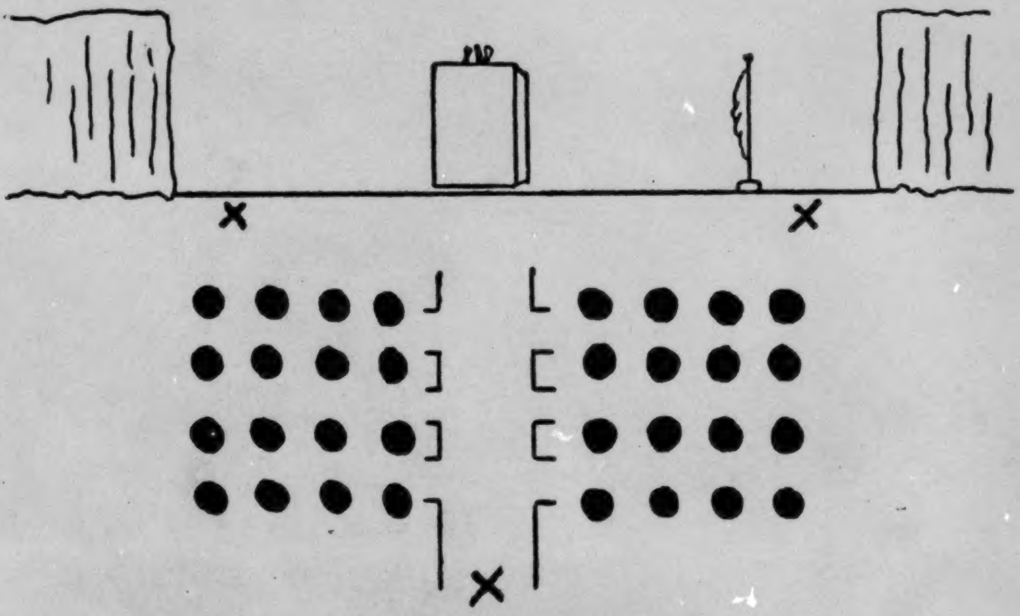

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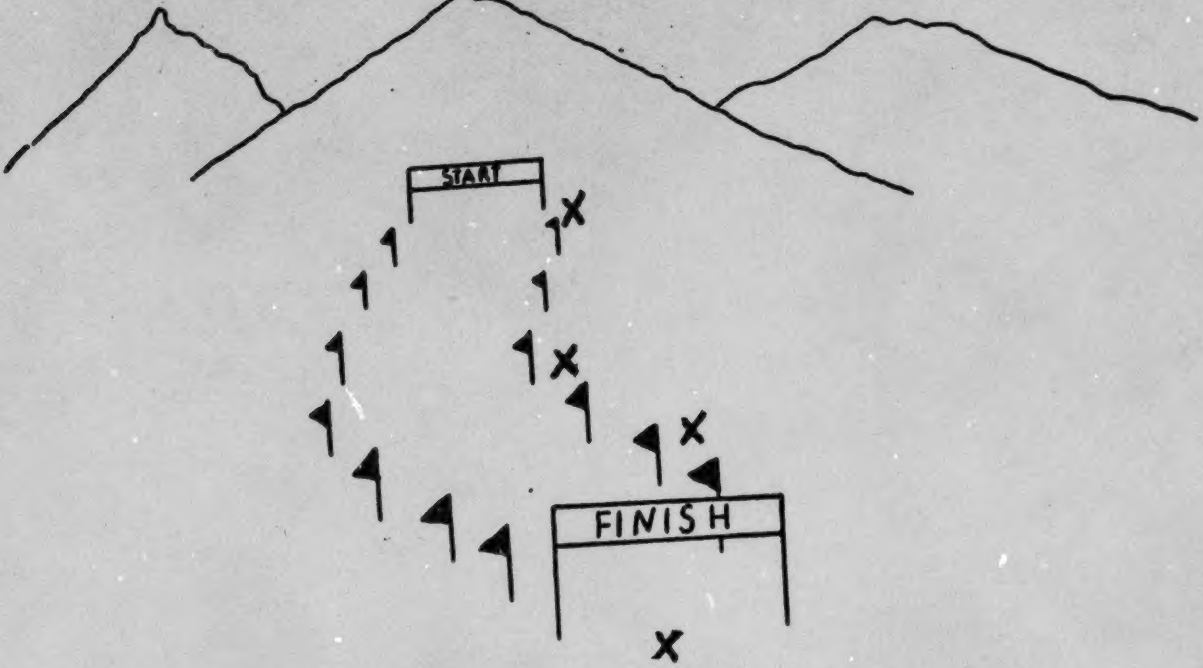

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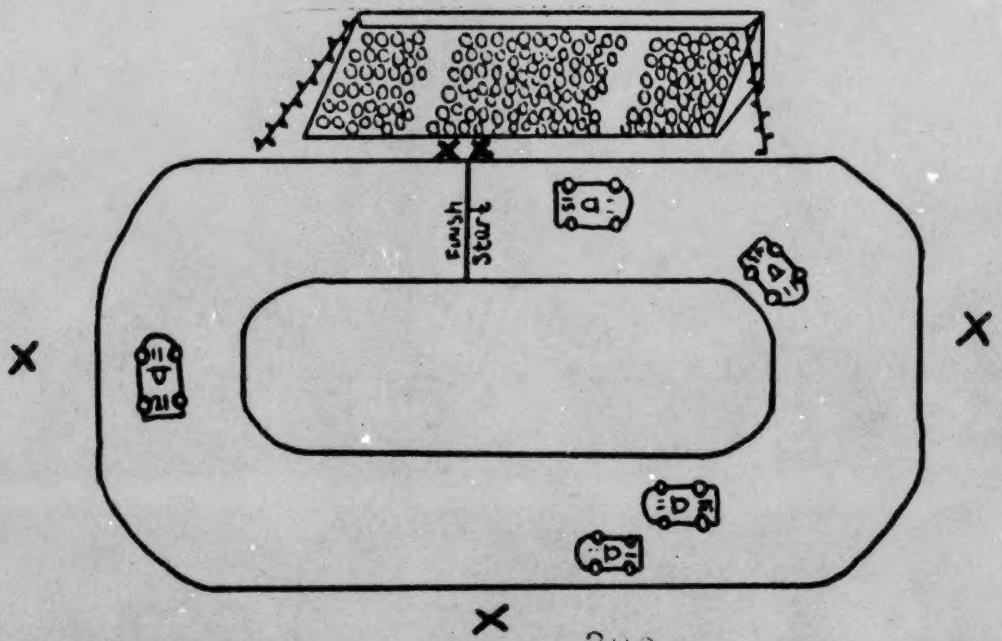

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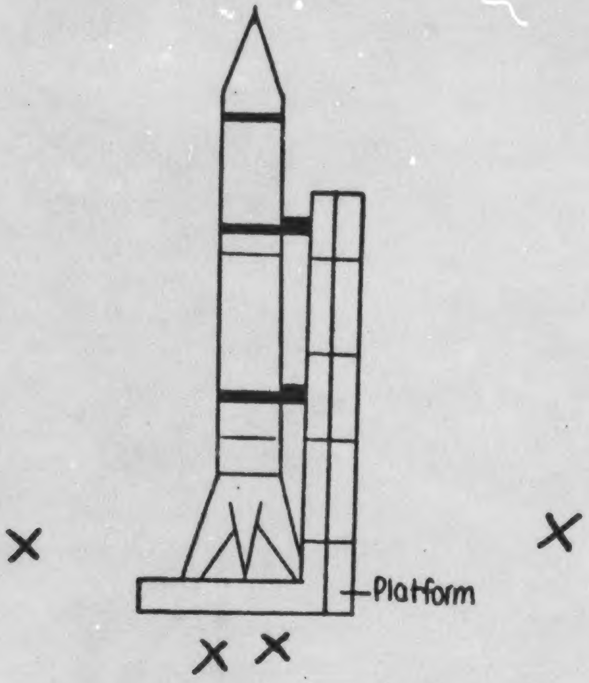

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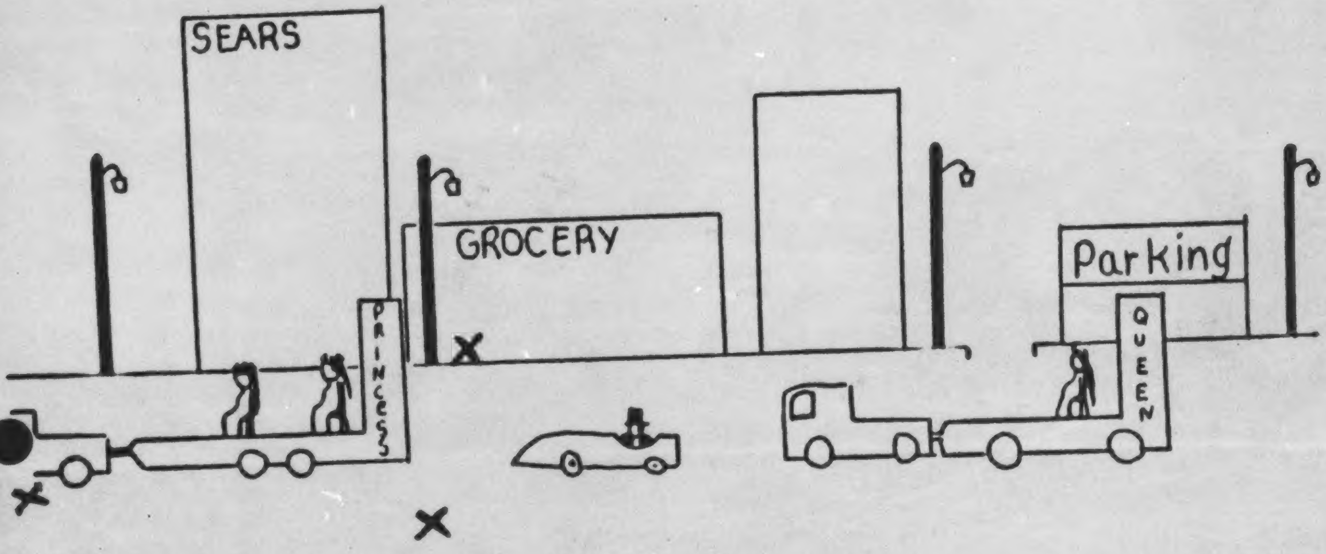

SEARS
GROCERY
Parking
PRINCESS
QUEEN

CAREER INFORMATION

JOB TITLE: Light Technician   DOT CODE: 962.362-014

DUTIES:	A light technician sets up and controls lighting equipment for television broadcasting or motion picture production; confers with directors, and studies script to determine lighting effects required. S/he sets up spot, flood, incandescent, and mercury vapor lights, reflectors, and other equipment. The light technician switches lights on during broadcasts, following script or instructions from directors; makes minor repairs, such as replacing broken cables on equipment.
WHERE EMPLOYED:	Television stations employ, on the average, many more technicians than radio stations. Although light technicians are employed in every state, most are located in large metropolitan areas. The highest paying and most specialized jobs are concentrated in New York City, Los Angeles, and Washington, D.C.--the originating centers for most of the network programs.
EMPLOYMENT OUTLOOK:	Employment of light technicians is expected to increase about as fast as the average for all occupations through the 1980's. Some job openings also will result from the need to replace experienced technicians who retire, die, or transfer to other occupations.
EDUCATION AND TRAINING:	High school courses such as algebra, trigonometry, physics, electronics, and other sciences provide valuable background for persons anticipating careers in this occupation. Building and operating a radio are also good training.

Light technicians must have an aptitude for working with electrical and mechanical systems and equipment. Manual dexterity, the ability to perform tasks requiring precise hand skills, is necessary for success in this occupation.

SPECIAL QUALIFICATIONS: There are actually no special qualifications for this job. You should be willing to work and to learn.

EARNINGS: The salary for light technicians is $12,000 to $15,000 annually.

WORKING CONDITIONS: Light technicians generally work indoors in pleasant surroundings. Many stations are air-conditioned since transmitters and other electronic equipment must be operated at cool temperatures. Broadcasts outside the studio, however, may require light technicians to work outdoors under less favorable conditions.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Light Technician	962.362-014
Audio Operator	194.262-010
Field Engineer	193.262-018

OCCUPATIONAL TASK: Looking at the job of light technician

OCCUPATIONAL COMPETENCY: Becoming familiar with unique terminology of light technician

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. Word Search Puzzle

LEARNING OBJECTIVES

Upon completion of assignments, you should be able to:

1. Discuss duties of light technician
2. Be familiar with terms unique to the job of light technician

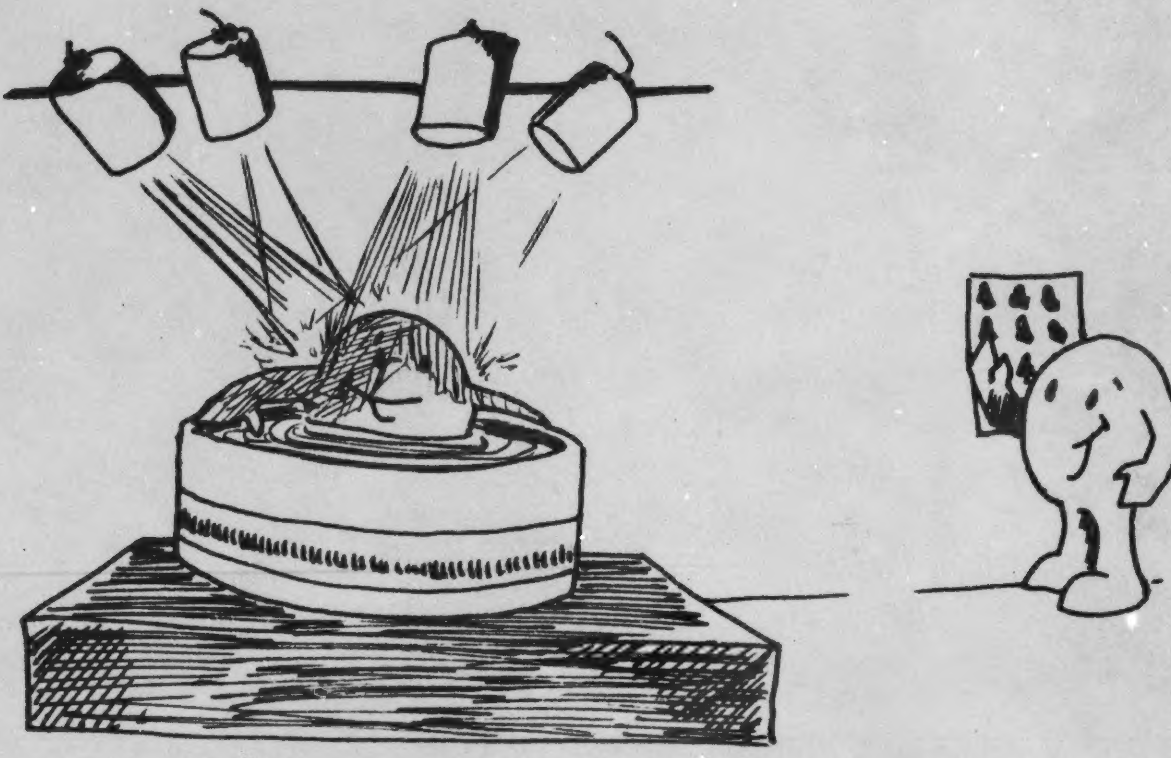
LEARNING ACTIVITIES

1. Read the job Career Information sheet.
2. Look up and select the proper definition for terms on Worksheet A.
3. Do Word Search puzzle on Worksheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing definition worksheet
2. Completing Word Search Puzzle



WORKSHEET A

MATCHING

___ 1. Movie set

___ 2. Shading

___ 3. Television

___ 4. Light

___ 5. Transmitter

___ 6. Manual dexterity

___ 7. Spot light

___ 8. Fluorescent

___ 9. Incandescent

___10. Flood light

___11. Special effects

___12. Switches

___13. Lens

___14. Controls

___15. Studio

___16. Light technician

___17. Script

___18. Reflections

___19. Broadcast

___20. Set

1. Something that makes vision possible
2. Electronic system transmitting sound and images together over wire and converting them to visible light rays and audible sounds
3. The setting on which a movie is made
4. To shelter or screen by intercepting radiated light or heat
5. Work done by hand
6. Instrument used to send out message waves
7. Projected spot of light used to illuminate a person
8. Bright and glowing light
9. Devices used to switch from one electrical circuit to another
10. Artificial setting
11. Where motion pictures are made
12. Lighting unit for projecting a beam of light
13. Person who specializes in light systems
14. Devices used to guide or manage something
15. Visual effects introduced into a motion picture
16. White glowing light that puts off heat
17. Cast scattered in all directions
18. Written text of a play or broadcast
19. Production of an image as if by a mirror
20. Device for focusing on an object

KEY

WORKSHEET A

MATCHING

1. 3
2. 4
3. 2
4. 1
5. 6
6. 5
7. 7
8. 8
9. 16
10. 12
11. 15
12. 9
13. 20
14. 14
15. 11
16. 13
17. 18
18. 19
19. 17
20. 10

WORKSHEET B

WORD SEARCH

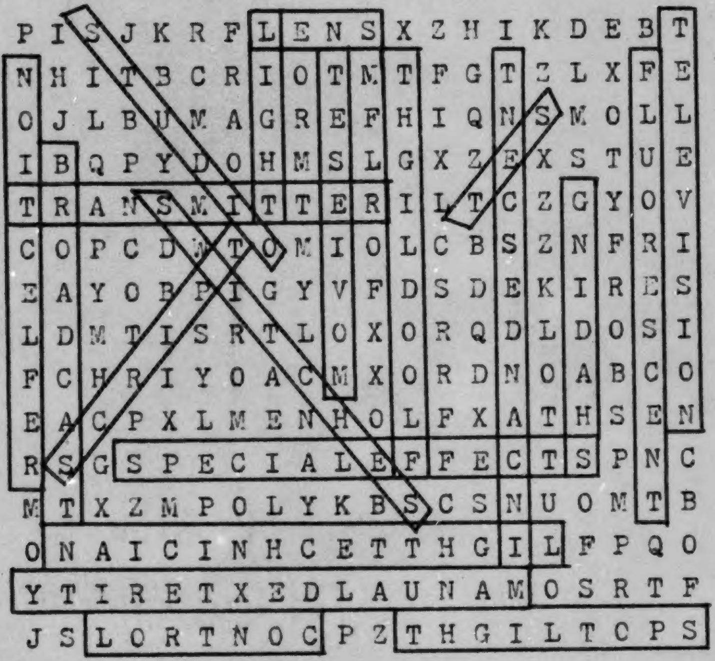
Movie set
Television
Transmitter
Spot light
Incandescent
Special effects
Lens
Studio
Script
Broadcast
Shading
Light
Manual dexterity
Fluorescent
Flood light
Switches
Controls
Light technician
Reflection
Set

```
P I S J K R F L E N S X Z H I K D E B T
N H I T B C R I C T M T F G T Z L X F E
O J L B U M A G R E F H I Q N S M O L L
I B Q P Y D O H M S L G X Z E X S T U E
T R A N S M I T T E R I L T C Z G Y O V
C O P C D W T O M I O L C B S Z N F R I
E A Y O B P I G Y V F D S D E K I R E S
L D M T I S R T L O X O R Q D L D O S I
F C H R I Y O A C M X O R D N O A B C O
E A C P X L M E B H O L F X A T H S E N
R S G S P E C I A L E F F E C T S P N C
M T X Z M P O L Y K B S C S N U O M T B
O N A I C I N H C E T T H G I L F P Q O
Y T I R E T X E D L A U N A M O S R T F
J S L O R T N O C P Z T H G I L T O P S
```

KEY

WORKSHEET B

WORD SEARCH



```
P I S J K R F L E N S X Z H I K D E B T
N H I T B C R I O T M T F G T Z L X F E
O J L B U M A G R E F H I Q N S M O L L
I B Q P Y D O H M S L G X Z E X S T U E
T R A N S M I T T E R I L T C Z G Y O V
C O P C D W T O M I O L C B S Z N F R I
E A Y O B P I G Y V F D S D E K I R E S
L D M T I S R T L O X O R Q D L D O S I
F C H R I Y O A C M X O R D N O A B C O
E A C P X L M E N H O L F X A T H S E N
R S G S P E C I A L E F F E C T S P N C
M T X Z M P O L Y K B S C S N U O M T B
O N A I C I N H C E T T H G I L F P Q O
Y T I R E T X E D L A U N A M O S R T F
J S L O R T N O C P Z T H G I L T O P S
```

CAREER INFORMATION

JOB TITLE: Newscaster DOT CODE: 131.267-010

DUTIES: A newscaster will analyze and broadcast news received from various sources. One responsibility of the job is to examine the news items for local, national, and international significance to select items to be used. Some news items used may have been assigned by the editorial staff. The script will be prepared by him/her or with his/her assistance and then broadcasted. They may specialize in a particular field of news broadcasting, such as economic, political, sports, or military. Some stations are small and working on a low budget and at these stations the duties of newscaster, newswriter, reporter, and news director are often combined.

WHERE EMPLOYED: Most of the work is done in the radio or television station where employed. Occasionally, s/he may have to go into the community to cover a news item.

EMPLOYMENT OUTLOOK: The job market with respect to this work will fluctuate. When the openings occur, it is usually because someone was promoted, retired, or quit to relocate. Occasionally, a new station is started creating more openings.

EDUCATION AND TRAINING: Courses which may be helpful if studied in high school include journalism, English, speech, civics, court systems, and typing. In addition, people who are aspiring to be newscasters, should keep abreast with current events. Many colleges offer programs in broadcasting, some for two years and some four years. These programs may prove beneficial but they are not a requirement. Some stations may offer an internship program.

SPECIAL QUALIFICATIONS:	A good speaking voice is important although it is not a requirement. A broad educational background is helpful in making the selection and evaluation of the news. Patience is helpful since employees have to meet people and get along with them. They should be able to write a good résumé.
EARNINGS AND ADDITIONAL BENEFITS:	Since the minimum wage and hour law does not cover this line of work, the salary will range from low to a little above average. The salary usually reaches the level of average for the area.
WORKING CONDITIONS/ LIFESTYLE:	Working conditions are considered to be good. The surroundings are clean, well-lighted, and air-conditioned. The equipment is kept in good working condition and a strict schedule must be met. Your lifestyle can be expected to be the same as other average wage earners in the area you are working.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:	Newscaster	131.267-010
	Script Reader	131.267-022
	Reporter	131.267-018

OCCUPATIONAL TASK: Broadcasting the news

OCCUPATIONAL COMPETENCY: Sorting, writing, and presenting news on the air

RESOURCES and/or MATERIALS

1. *Dictionary of Occupational Titles*
2. *Occupational Outlook Handbook*
3. Pen
4. Paper
5. Tape recorder
6. Blank tapes
7. Job Sheet
8. Worksheet A

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Outline the duties of the job for small stations as well as large ones.
2. Write a script to be presented on the air.
3. List some sources to obtain news items.
4. Define résumé and procedures for preparing one.

LEARNING ACTIVITIES

1. Write a script for a two-minute broadcast.
2. Locate words in the puzzle.
3. Discuss the pros and cons of the job.
4. Complete Worksheet A.

EVALUATION PROCEDURES

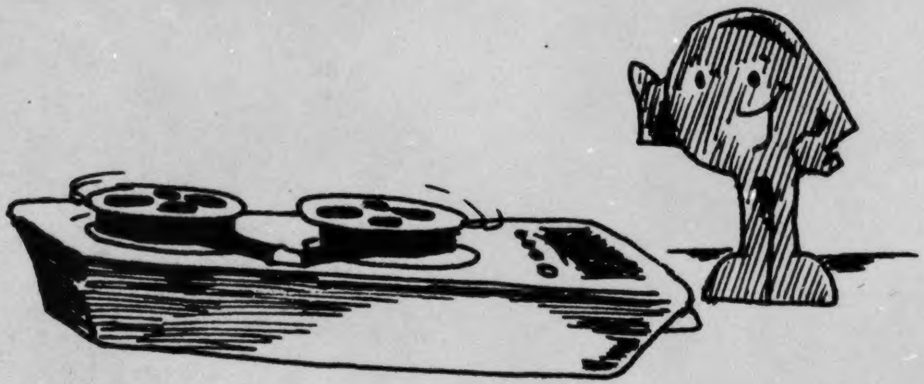
Your evaluation will consist of:

1. Taping and listening to your news broadcast.
2. Turning in Worksheet A completed.

JOB SHEET

After being given some current events, a few activities to occur at the school and in the community, you will be expected to prepare a two-minute news broadcast.

When the script for the broadcast is complete, record it and after completing the recordings, you will play them for the class.



WORKSHEET A

Look for the words listed below in the puzzle. As you find them, draw a circle around them. If the word is listed more than once, you can expect it to appear in the puzzle more than once.

WORD LIST

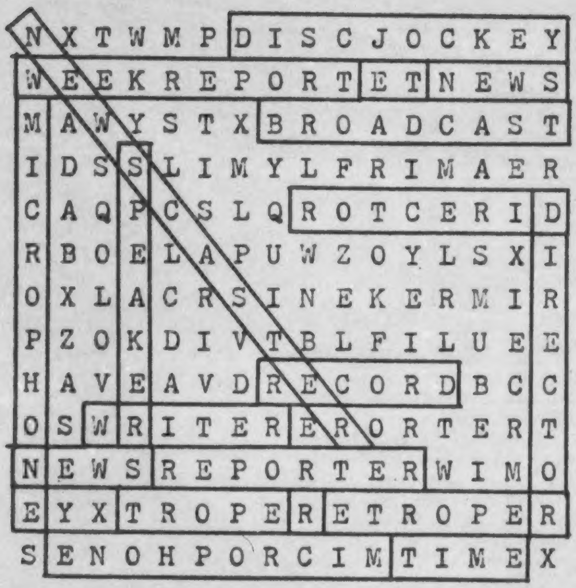
Disc Jockey
News
Director
Microphone
Reporter
Week Report
Record
Report

Newscaster
Speaker
Director
Microphone
Broadcast
Writer
News Reporter
Time

N X T W M P D I S C J O C K E Y
W E E K R E P O R T E T N E W S
M A W Y S T X B R O A D C A S T
I D S S L I M Y L F R I M A E R
C A Q P C S L Q R O T C E R I D
R B O E L A P U W Z O Y L S X I
O X L A C R S I N E K E R M I R
P Z O K D I V T B L F I L U E E
H A V E A V D R E C O R D B C C
O S W R I T E R E P O R T E R T
N E W S R E P O R T E R W I M O
E Y X T R O P E R E T R O P E R
S E N O H P O R C I M T I M E X

KEY

WORKSHEET A



N	X	T	W	M	P	D	I	S	C	J	O	C	K	E	Y
W	E	E	K	R	E	P	O	R	T	E	T	N	E	W	S
M	A	W	Y	S	T	X	B	R	O	A	D	C	A	S	T
I	D	S	S	L	I	M	Y	L	F	R	I	M	A	E	R
C	A	Q	P	C	S	L	Q	R	O	T	C	E	R	I	D
R	B	O	E	L	A	P	U	W	Z	O	Y	L	S	X	I
O	X	L	A	C	R	S	I	N	E	K	E	R	M	I	R
P	Z	O	K	D	I	V	T	B	L	F	I	L	U	E	E
H	A	V	E	A	V	D	R	E	C	O	R	D	B	C	C
O	S	W	R	I	T	E	R	E	R	O	R	T	E	R	T
N	E	W	S	R	E	P	O	R	T	E	R	W	I	M	O
E	Y	X	T	R	O	P	E	R	E	T	R	O	P	E	R
S	E	N	O	H	P	O	R	C	I	M	T	I	M	E	X

CAREER INFORMATION

JOB TITLE: Producer	DOT CODE: 159.117-010
DUTIES:	A producer plans and coordinates various aspects of radio and television programs. S/he interviews and selects screen writers and cast principals from staff members or outside talent; obtains costumes, props, music, and other equipment or personnel to complete production; suggests changes in script to meet management or other requirements; coordinates audio work, scenes, music, timing, camera work, and script; reviews production to insure that objectives are being met. Occasionally, a producer may represent television network acting liaison to independent producer of television series produced for network broadcast. Lastly, s/he may review budget and expenditures for programs.
WHERE EMPLOYED:	Employment opportunities for producers exist in television and radio stations, networks, and broadcasting companies.
EMPLOYMENT OUTLOOK:	Besides openings from growth, many openings can be expected to result from the need to replace experienced workers who retire, die, or leave the industry.
EDUCATION AND TRAINING:	A high school diploma and a four-year college degree in liberal arts is required. Experience (on the job) is the key to success for a producer.
SPECIAL QUALIFICATIONS:	An FCC license is usually required.
EARNINGS AND ADDITIONAL BENEFITS:	Salaries vary widely depending on the area and size of the community. A beginning producer can expect to earn approximately $7.00 to $10.00 an hour.

WORKING CONDITIONS/ LIFESTYLE:

Workers in this industry generally function in clean, comfortable surroundings. However, it may require personnel to work under less favorable conditions. For example, workers may be subjected to noisy, crowded conditions.

Programming and engineering workers are often required to work long working hours in order to meet broadcast deadlines.

The work in broadcasting is not hazardous; in fact, the glamour and excitement more than compensate for the frequently demanding nature of the job.

WE WOULD LIKE TO THANK OUR PRODUCER, MR. PEEP, FOR BRINGING YOU THIS SHOW
ON THE AIR

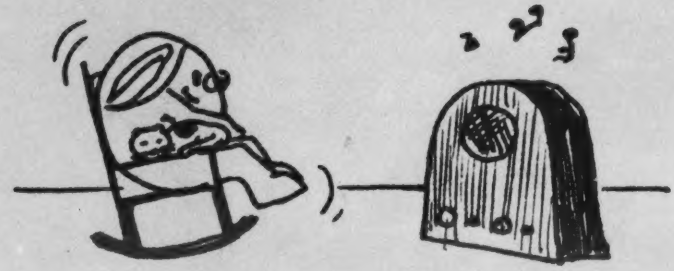
BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Producer	159.117-010
Producer, Assistant	187.167-182
Producer, Director	159.067-014



OCCUPATIONAL TASK: Writing and broadcasting a radio program

OCCUPATIONAL COMPETENCY: Organizing and producing a program

RESOURCES and/or MATERIALS

1. Pen or pencil
2. Paper
3. Cassette or tape player

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Write and broadcast a five-minute radio program.

2. Exhibit an understanding of the "time element" in radio broadcasting.

3. Understand the importance of speaking clearly and distinctly.

LEARNING ACTIVITIES

1. Work in groups of five and write the script for a five-minute radio program. Include the following items of information in the script:

    1. Name of the station
    2. Two ORIGINAL commercials (sound effects)
    3. One news report
    4. Identify participants
    5. Announce the title of the next song to be played

2. Using the script you wrote, record the program on tape.

3. Play the tape back to your group and make any needed corrections.

EACH GROUP WILL HAVE 15 MINUTES TO WRITE AND TAPE THEIR PROGRAM

4. Each group will play their program to the class.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in group activity.

2. Demonstrating competency in radio broadcasting.

CAREER INFORMATION

JOB TITLE: Sales Representative, Radio and Television Time

DOT CODE: 259.357-018

DUTIES: Radio and television time salespersons make broadcasts and profits possible by selling time to advertisers and sponsors. Time salespersons may be called account executives, sales executives, or broadcast salespersons. They call on prospects and customers and present outlines of various programs and commercial announcements, discuss the popularity of different programs, and arrange details of copy and of sales contracts.

EMPLOYMENT OUTLOOK: Employment in the broadcasting industry is expected to grow moderately through the mid 80's. Most openings will be the result of retirement, death, and/or changing jobs.

EDUCATION AND TRAINING: Qualifications are similar to those of other broadcast employees; a business course program of study in college is good preparation. Previous sales experience is almost a necessity. Experience in broadcasting is desirable also.

SPECIAL QUALIFICATIONS: The ability to sell entails competitive drive, hard work, initiative, and persuasiveness. The salesperson should be friendly, patient, and tactful, and possess imagination and creativity as well as sound business sense. The ability to communicate ideas verbally and in writing is an asset. A knowledge of programming, production, copy writing, and technical facilities is helpful.

EARNINGS AND ADDITIONAL BENEFITS: Most broadcasting stations pay salespersons by salary, plus commission. Others may pay either by commission only or by straight salary. Wages in television tend to be higher than those in radio, and large stations pay more than small stations. The range of income may be $10,000 to upwards of $50,000 annually. Many stations offer group life and medical insurance and retirement plans. Paid holidays and vacations with pay depend on whether it is commission or salary work.

WORKING CONDITIONS/ LIFESTYLE:

Salespersons work in clean, attractive offices while they plan sales programs, do research, telephone, and write contracts. They also have appointments at agencies and at the advertisers' offices. They often transact business at lunch or dinner. Working hours, though, are usually the eight-hour working day of business offices, unless an advertiser wishes to view programs not on film during the day. Pressure to maintain high sales volume may be strong and constant.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Sales Representative, Radio and Television Time	259.357-018
Sales Representative, Television Cable Service	259.357-022

OCCUPATIONAL TASK: Preparing sales proposals

OCCUPATIONAL COMPETENCY: Filling out the time availability form

RESOURCES and/or MATERIALS

1. Instruction Sheet
2. Completed Proposal I
3. Proposal Forms II and III
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Understand a proposal form (availability sheet).
2. Recognize the importance of the time salesperson.
3. Determine your interest in this type of work.

LEARNING ACTIVITIES

1. Read your first instruction paragraph, and study the Sample Proposal I.

2. Following instructions, complete the remaining proposal forms, and check your work.

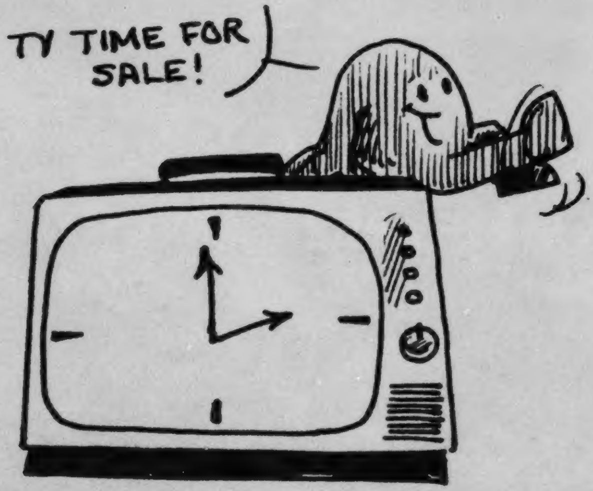
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the proposal forms (availability sheets).

2. Completing the Student Attitude Sheet.


TV TIME FOR SALE!

INSTRUCTION SHEET

As a sales representative for Channel 10, APCR Television, you have prepared a proposal of available time for presentation to John Dunn of Prevocational Agency, representing Goldilocks, a toy store. You are suggesting 30-second slots on Saturday mornings and early evening weekday hours. APCR has available time on Saturday with "Sleeping Beauty", 8:30-9:00; "Bugs Bunny-Road Runner", 9:00-10:30; and "Popeye", 10:30-11:30. Weekdays 5:00-6:00 p.m., you have time with "Mr. Rogers" and "Electric Comapny". Scheduling should be for October through December.

Study the proposal on the following page, checking this information.

All right? Prepare Proposal Forms II and III based on the following information.

II. Jayne Fields of Kelly and Merrell, Inc., agency representing Eastern Telephone, requests time for marketing long-distance service. You have 30-second slots with the 7:30-9:00 a.m. CBS Morning News and the 9:00-Noon CBS Morning Rotation, and the TV-10 News at 6:00-6:30 and 11:00-11:30 p.m. There is time also with "Dallas", Fridays 10:00-11:00 p.m. and 8:00-9:00 p.m. Sundays with "Archie Bunker" and "One Day at a Time". You suggest a three-month run for the next three complete months.

III. Jack Holland, advertising executive for John's Travel, wants to promote Caribbean Cruises during the winter holidays. October and November would be appropriate scheduling. You propose 30-second slots with the afternoon CBS Rotation from 1:00 to 3:00 p.m., and some 20-second slots with "Knots Landing" 9:00-10:00 p.m. on Thursdays and the Channel 10 NEWS at 11:00-11:30 p.m. weekdays.

SAMPLE PROPOSAL I

AGENCY	Prevocational	STATION/MARKET	
BUYER	John Dunn	CHANNEL/NETWORK	10/APCR
ADVERTISER	Goldilocks		
PRODUCT	Toys		
SCHEDULE DATES	Oct-Nov-Dec, 198-	RATING SERVICE	
MARKET BUDGET	30-sec spots		

A PEEP AFFILIATE

SALESPERSON	Your name
DATE	Current date

AG'Y USE	DAY	TIME		TYPE	PARTICIPATION OR ADJACENCY						
		FROM	TO								
	Sat	8:30	9:00 AM	30"	Sleeping Beauty						
	Sat	9:00	10:30 AM	30"	Bugs Bunny-Road Runner						
	Sat	10:30	11:00 AM	30"	Popeye						
	M-F	5:00	6:00 PM	30"	Mr. Rogers/Electric Company						

SAMPLE PROPOSAL II

AGENCY
BUYER
ADVERTISER
PRODUCT
SCHEDULE DATES
MARKET BUDGET

STATION/MARKET
CHANNEL/NETWORK

RATING SERVICE

A PEEP AFFILIATE

SALESPERSON
DATE

AG'Y USE	DAY	TIME		TYPE	PARTICIPATION OR ADJACENCY						
		FROM	TO								

SAMPLE PROPOSAL III

AGENCY
BUYER
ADVERTISER
PRODUCT
SCHEDULE DATES
MARKET BUDGET

STATION/MARKET
CHANNEL/NETWORK

RATING SERVICE

A PEEP AFFILIATE

SALESPERSON
DATE

AG'Y USE	DAY	TIME		TYPE	PARTICIPATION OR ADJACENCY						
		FROM	TO								

SAMPLE PROPOSAL II KEY

AGENCY	Kelly&Merrell, Inc
BUYER	Jayne Fields
ADVERTISER	Eastern Telephone
PRODUCT	Long Distance Serv
SCHEDULE DATES	Next three mo 198-)
MARKET BUDGET	30-sec spots

STATION/MARKET	
CHANNEL/NETWORK	10/APCR
RATING SERVICE	

A PEEP AFFILIATE

SALESPERSON	Your name
DATE	Current date

AG'Y USE	DAY	TIME		TYPE	PARTICIPATION OR ADJACENCY						
		FROM	TO								
	M-F	7:30	9:00 AM	30"	CBS Morning News						
	M-F	9:00	12 Noon	30"	CBS Morning Rotation						
	M-F	6:00	6:30 PM	30"	TV-10 News						
	M-F	11:00	11:30 PM	30"	TV-10 News						
	Fri	10:00	11:00 PM	30"	Dallas						
	Sun	8:00	9:00 PM	30"	Archie Bunker/ One Day at a Time						

SAMPLE PROPOSAL III KEY

AGENCY	
BUYER	Jack Holland
ADVERTISER	John's Travel Agency
PRODUCT	Caribbean Cruises
SCHEDULE DATES	Oct, Nov, 198-
MARKET BUDGET	20 and 30-sec spots

STATION/MARKET	
CHANNEL/NETWORK	10/APCR
RATING SERVICE	

A PEEP AFFILIATE

SALESPERSON	Your name
DATE	Current date

AG'Y USE	DAY	TIME		TYPE	PARTICIPATION OR ADJACENCY						
		FROM	TO								
	M-F	1:00	3:00 PM	30"	CBS Afternoon Rotation						
	Thur	9:00	10:00 PM	20"	Knots Landing						
	M-F	11:00	11:30 PM	20"	Channel 10 News						

Name ______________________________

Occupational Cluster Communications and Media - Sales Representative, Radio and Television Time

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Learning about sales representatives					
Studying the proposal forms					
Filling out proposal forms					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Telecine Operator   **DOT CODE:** 194.362-018

DUTIES: The telecine operator controls equipment such as tape recording and playback units, film projectors, and slide projectors in television broadcasting studios; synchronizes equipment with program content; and activities of other technical personnel to maintain prescribed professional programming standards. S/he threads film or tape through equipment and inserts slides in slide projector. A telecine operator installs, adjusts, and repairs equipment to facilitate uninterrupted service during broadcasting.

WHERE EMPLOYED: Telecine operators are employed at television stations.

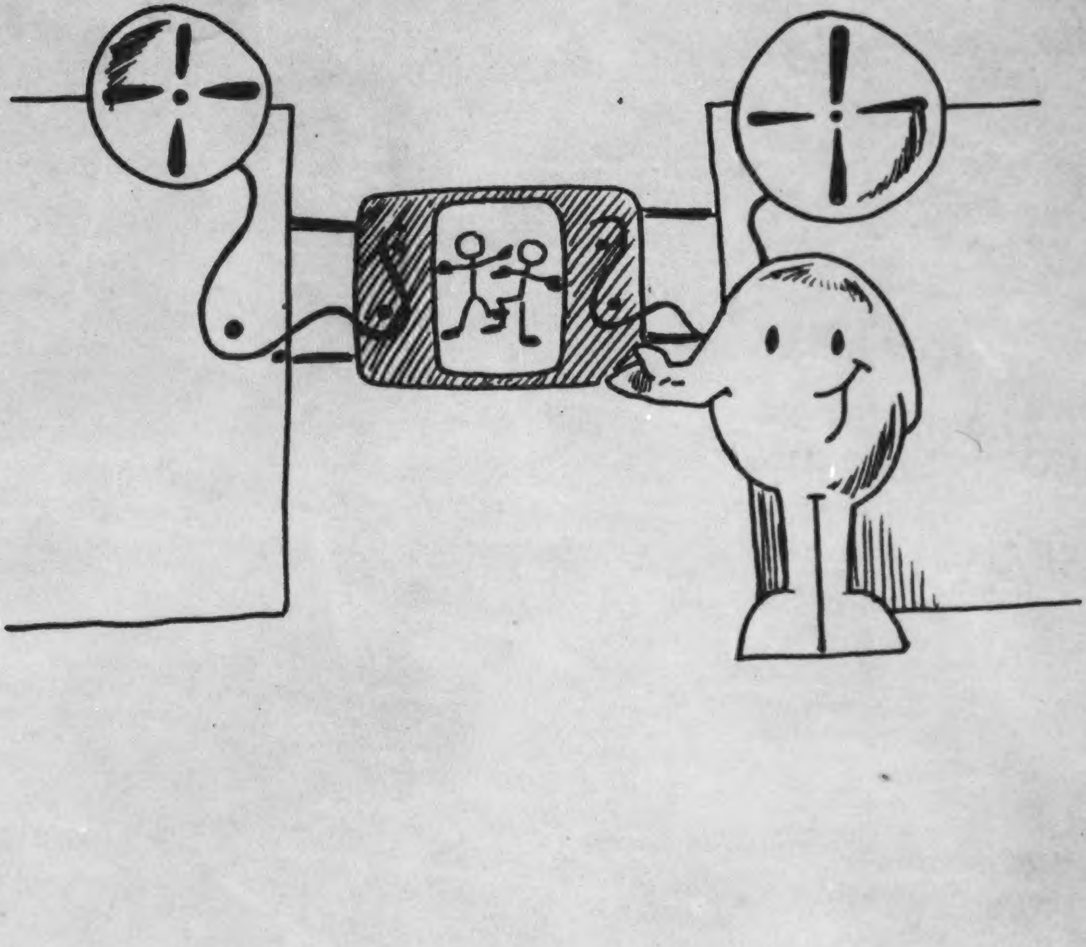
EMPLOYMENT OUTLOOK: The employment outlook for telecine operators is relatively poor. It is a declining job because of technological advances.

EDUCATION AND TRAINING: High school graduation is desirable and generally required in entering an apprenticeship program. Unions require apprenticeship training of all workers in their organizations. This program is a less formal one than exists for most trades, and would probably be referred to as an on-the-job training program. The training is usually three years in length.

SPECIAL QUALIFICATIONS: Telecine operators should have good vision with normal color perception. They should be in good health and be able to be on their feet much of the time. Above-average mechanical aptitude and finger and hand dexterity would be of definite advantage.

EARNINGS: The annual wage for beginning telecine operators is approximately $12,000.

WORKING CONDITIONS: The telecine operator spends most of his/her working hours in a small, but adequate environment. His/her working area is usually well-ventilated, soundproofed and fireproofed, and very comfortable. There may be some danger of burns or electrical shock.



BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Telecine Operator	194.262-010
Light Technician	962.362-014
Producer	159.117-010
Video Operator	194.282-010

OCCUPATIONAL TASK: Looking at the job of telecine operator

OCCUPATIONAL COMPETENCY: Learning to operate a 16mm movie projector

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. Worksheet B
4. 16mm projector
5. Local business where field trip can be taken

LEARNING OBJECTIVES

Upon completion of the assignments, you should be able to:

1. Discuss duties of a telecine operator.
2. Be able to properly thread a projector.
3. List the major parts of the projector.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Using Worksheets A and B, the student will:
   - A. Read instructions on how to operate a 16mm movie projector.
   - B. Study the diagram on threading instructions.

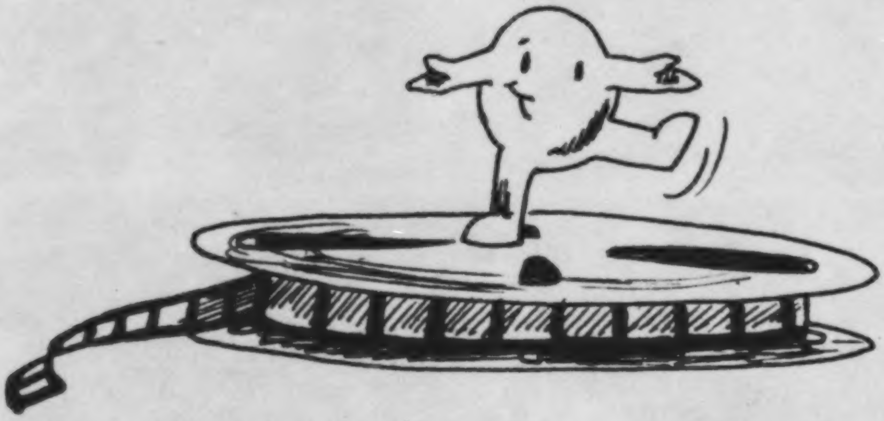
*3. If available, let students work with actual machine.

*4. A field trip to a local TV station can be an excellent way to learn about several communication areas.

EVALUATION PROCEDURES

Your evaluation will consist of:

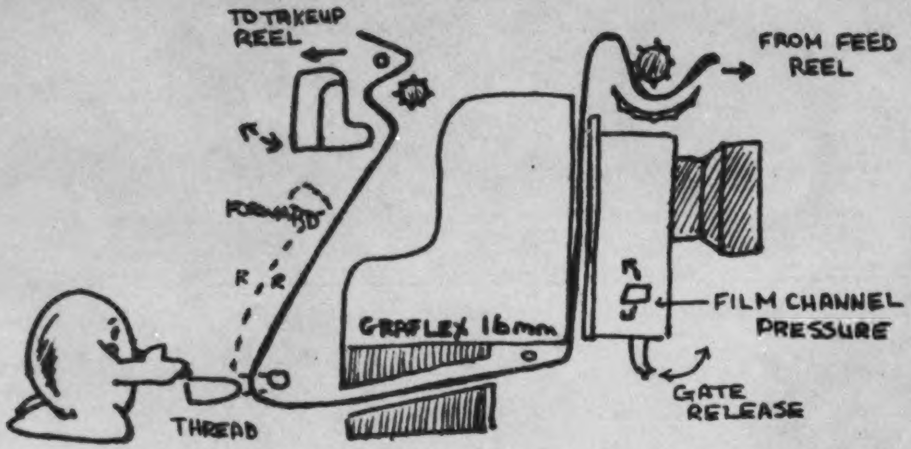
1. Reading Career Information Sheet.
2. Completing the quiz on threading of movie projector.



*Extended learnings

WORKSHEET A

THREADING A MOVIE PROJECTOR

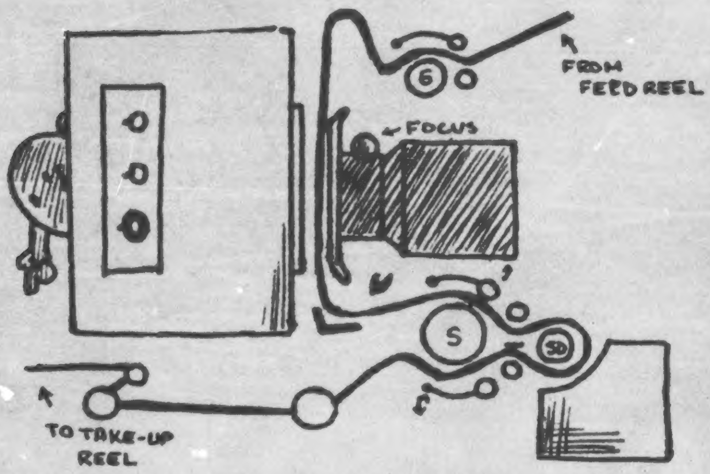


Several features of this projector require careful attention. Operators should study all the illustrations to become familiar with these selected aspects before threading film.

In THREADING the projector, note the following:

1. Swing the mounted reel arms into position. You will hear a positive click which locks each arm into the correct position.
2. Note the Master Control handle at the center-rear of the threading path. This control must be at the Thread (T) position, toward the bottom of the projector, for accurate threading.
3. Open the clamp on the sprocket wheel above the Master Control lever. The metal flange at the bottom of the sprocket clamp swings back and up.
4. Push the Rewind button in, toward the projector. This button is located above the film channel, which is behind the lens.
5. Open the Gate Lever so film may be inserted in the channel behind the lens. The gate lever is the metal flange at the bottom of the lens unit. The lever swings forward and up to open the channel. This action automatically opens the clamp on the sprocket wheel above the lens.
6. When inserting film in threading path, make certain (a) the film passes in front and under the loop setter below the lamp housing and the film channel, (b) the film passes under and behind the roller attached to the Master Control handle, (c) the film passes behind and over the sprocket wheel at the rear over the Master Control handle, (d) the film is threaded to the take-up reel by passing under the reel.

WORKSHEET B



SPECIFIC PROJECTORS

In THREADING the projector, note the following;

1. Reel arms are mounted on the machine. The front arm swings forward and up to a half-vertical position. The rear arm located behind the control swings back and up to a horizontal position.
2. Three sprocket guards should be opened: one on top of the sprocket wheel above the lens; two (top and bottom) on the sprocket wheel below the lens.
3. The lens unit swings away from the face of the projector toward the rear of the machine. Open this to thread film in the channel and leave the channel open until you have completed threading the film around the roller in the lower center of the machine.
4. Note carefully how film passes between the two small angled metal plates immediately below the film channel.
5. Note the two blue gunmetal-colored rollers located behind the sound drum at the lower-right. Film passes under the top roller and over the bottom roller. The metal guide plate between the two blue rollers separates the film path on and off the sound drum.
6. As the film passes under the sprocket wheel below the lens, pull the film taut, then let it slack off slightly to the nearest sprocket tooth, then close the sprocket guard.
7. For the two rollers at the lower left of the machine, note carefully the reverse "S" pattern of threading. See the diagram printed on the projector immediately below these two rollers.

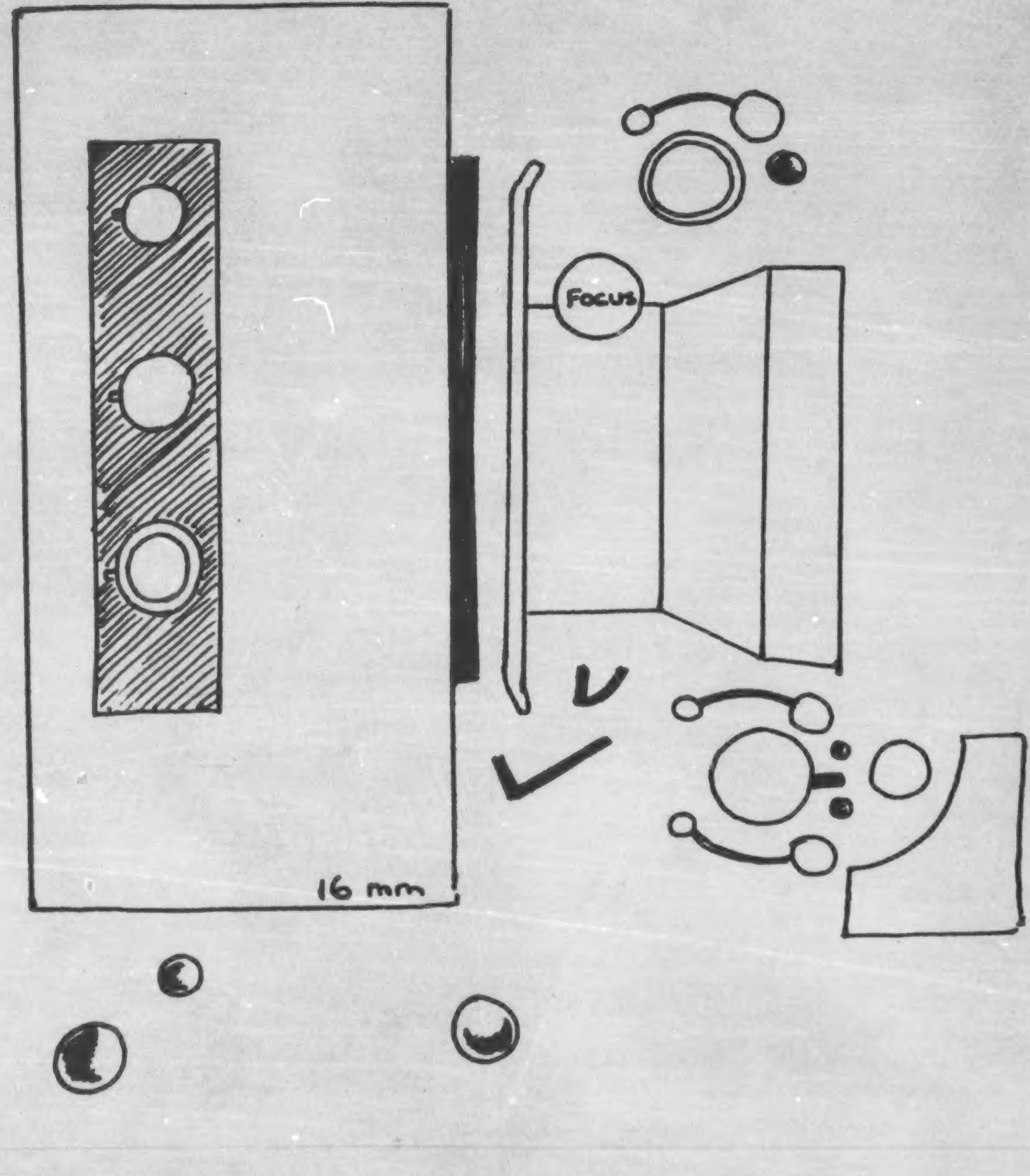
8. Before turning on the motor, check carefully that all three sprocket guards are closed and that the lens unit is firmly in place with the pressure plate centered in the film channel.

In REWINDING the film, note the following:

1. Place the rear reel arm in a vertical position. Press in the lock button at the rear reel arm to move it.
2. Connect the film to the front reel; the film passes under the front reel for correct rewind.
3. Set the motor control to Reverse.
4. Press down and hold for a few seconds the Rewind button located above the top sprocket wheel at the front of the projector.

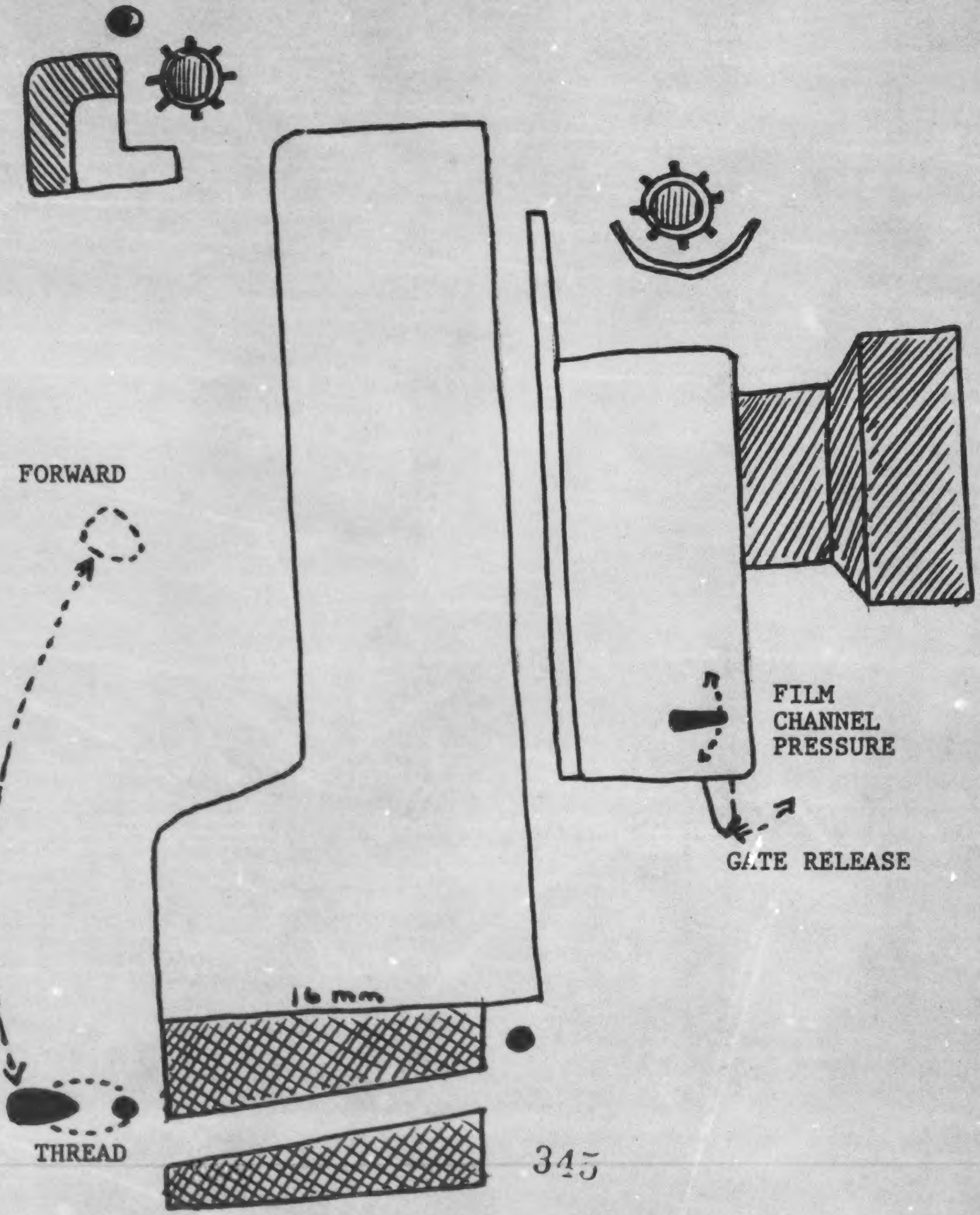
TEST A

16mm PROJECTION



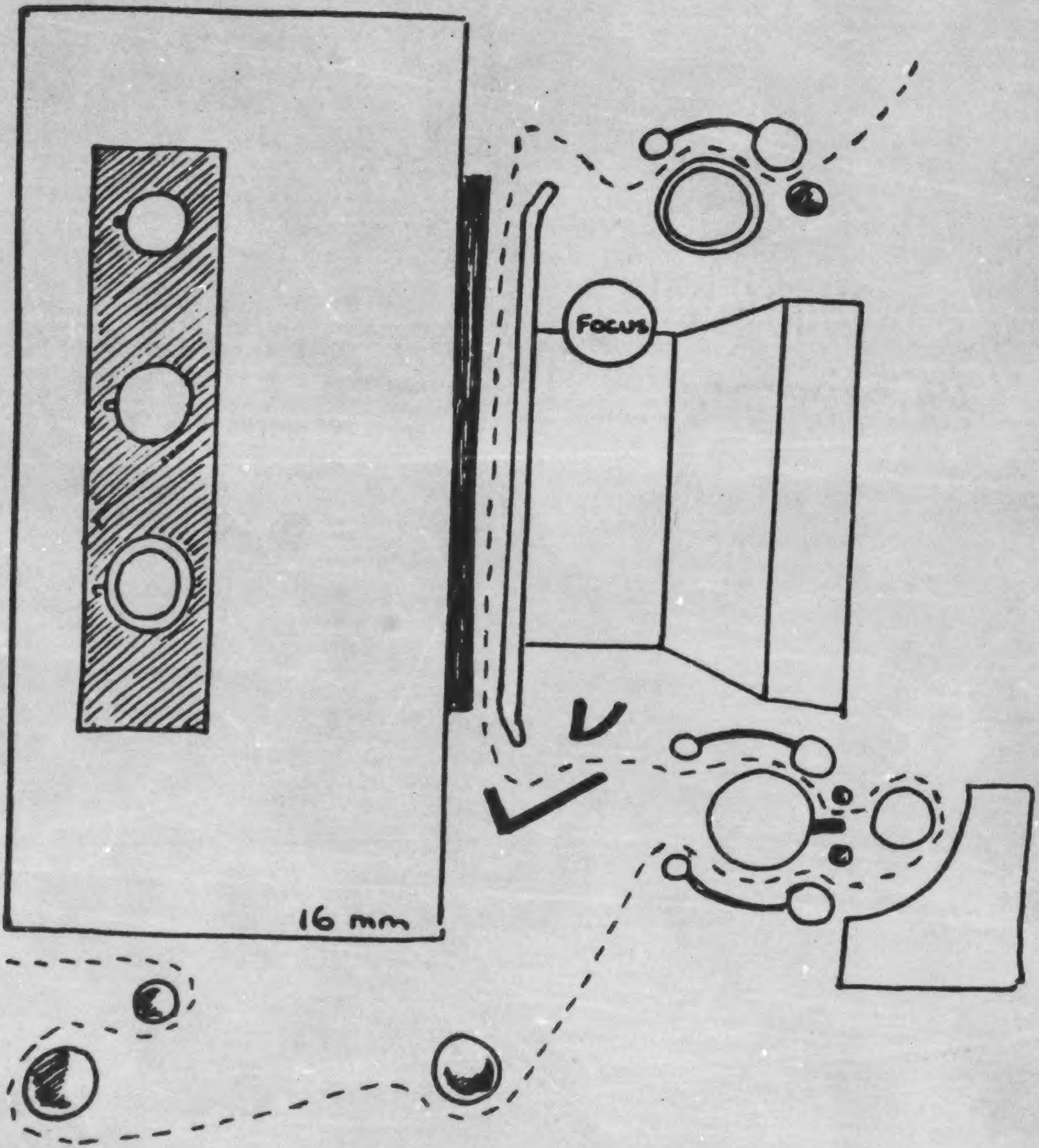
TEST B

16mm PROJECTION


FORWARD
FILM
CHANNEL
PRESSURE
GATE RELEASE
16 mm
THREAD

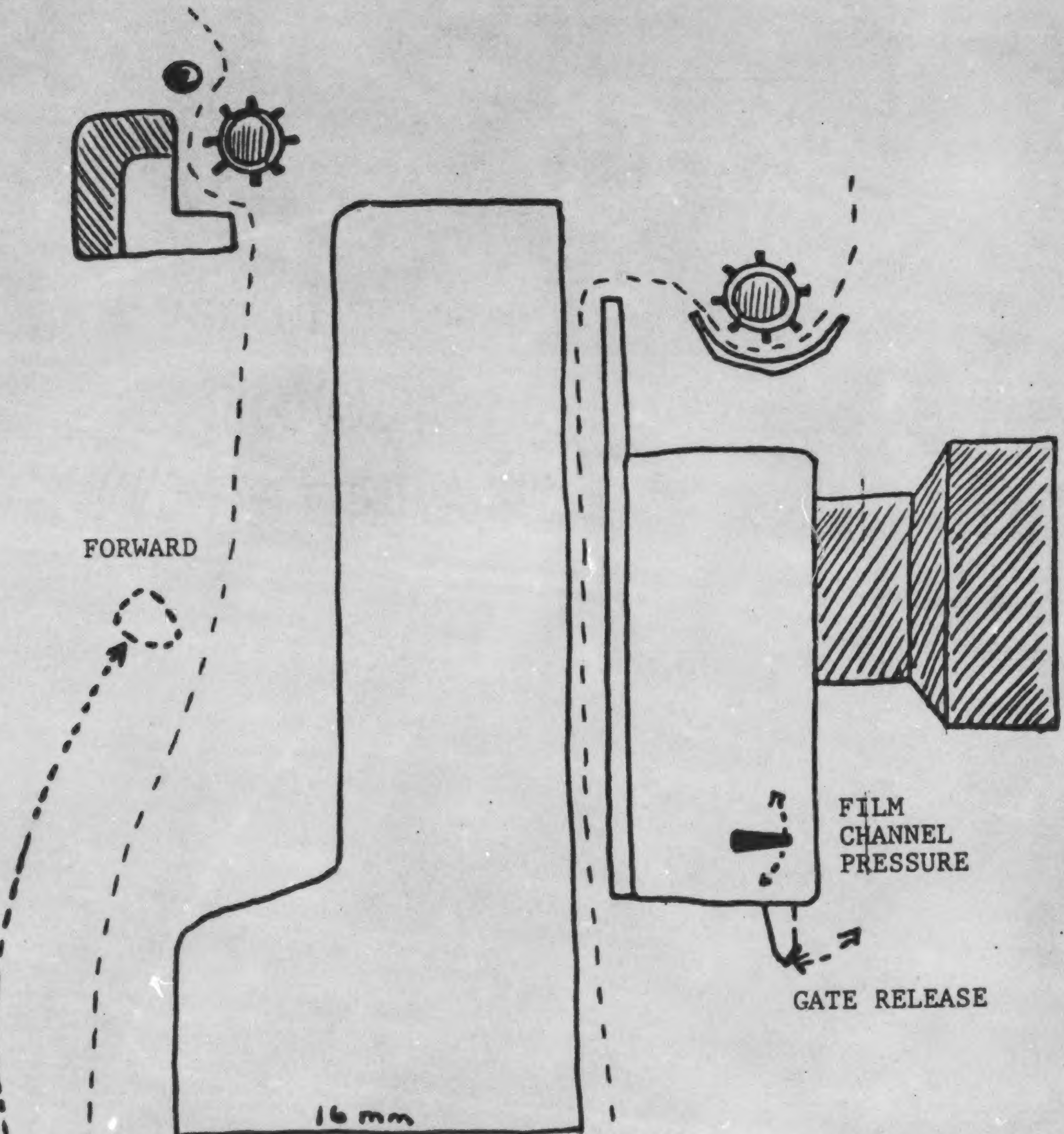
KEY

PART A



KEY

PART B


FORWARD
FILM
CHANNEL
PRESSURE
GATE RELEASE
16 mm
THREAD

CAREER INFORMATION

JOB TITLE: Video Operator DOT CODE: 194.282-010

DUTIES:

A video operator controls a video console to regulate the transmission of television scenes. The operator views the action on a television monitor and adjusts dials on the video console to control framing, contrast, brilliance, color balance, and fidelity of the image being transmitted.

WHERE EMPLOYED:

Although employment opportunities exist in radio and TV stations throughout the U.S., most are available in large metropolitan areas. The most specialized and highest paying jobs are concentrated in New York City, Los Angeles, and Washington, D.C., the three centers where most network programs originate.

EMPLOYMENT OUTLOOK:

Employment opportunities are expected to increase about the same for video operators as the average for other occupations. However, people seeking jobs as video operators may face strong competition, especially in metropolitan areas where there are more qualified jobseekers.

EDUCATION AND TRAINING:

A strong technical background is desirable since the emphasis has shifted from operations to maintenance and repair work.

High school courses that would be helpful in this occupation are: algebra, trigonometry, physics, and electronics.

SPECIAL QUALIFICATIONS:

Federal law requires that anyone who operates broadcast transmitters in television stations must get a first class radio-telephone operator license from the Federal Communications Commission (FCC). Those involved in the routine operation of transmitters need only a restricted radio telephone operator permit.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings vary according to the duties performed and the place of employment. Licensed technicians who can perform the full range of tasks are the highest paid. Also, wages are higher in large stations and in large cities.

WORKING CONDITIONS/ LIFESTYLE:

Video operators usually work indoors in pleasant surroundings. Most stations are air-conditioned since transmitters and other equipment must be operated at cool temperatures. Broadcasts away from the studio may require operators to work under less favorable conditions. Operators may sometimes work long hours under great pressure to meet broadcast deadlines.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Radio and Television

REPRESENTATIVE JOB TITLES:

Video Operator	194.282-010
Recording Engineer	194-362-010
Audio Operator	194-262-010
Telecine Operator	194.362-018

OCCUPATIONAL TASK: Exploring the occupation of video operator

OCCUPATIONAL COMPETENCY: Understanding the work of video operators

RESOURCES and/or MATERIALS

1. Crossword Puzzle
2. Worksheet A
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify the duties of a video operator.
2. Determine if you would like this type of work.

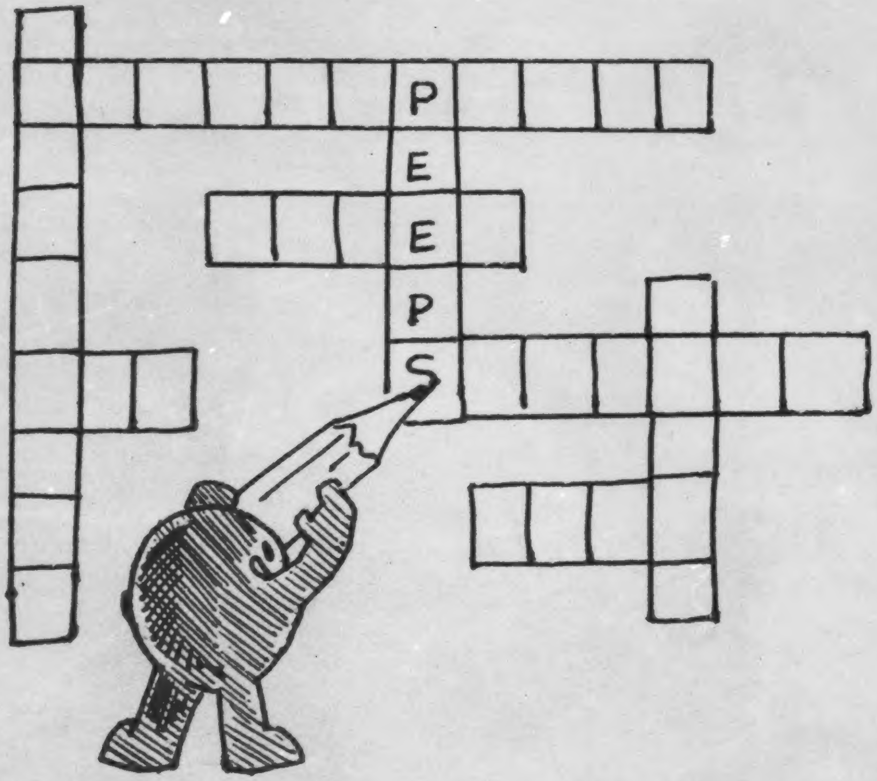
LEARNING ACTIVITIES

1. Participate in a class discussion of the Career Information Sheet.
2. Complete the Crossword Puzzle using the information sheet if necessary.
3. List the advantages and disadvantages of this type of work on Worksheet A and be ready to discuss them in class.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing the Crossword Puzzle and Worksheet A.
3. Completing the Student Attitude Sheet.



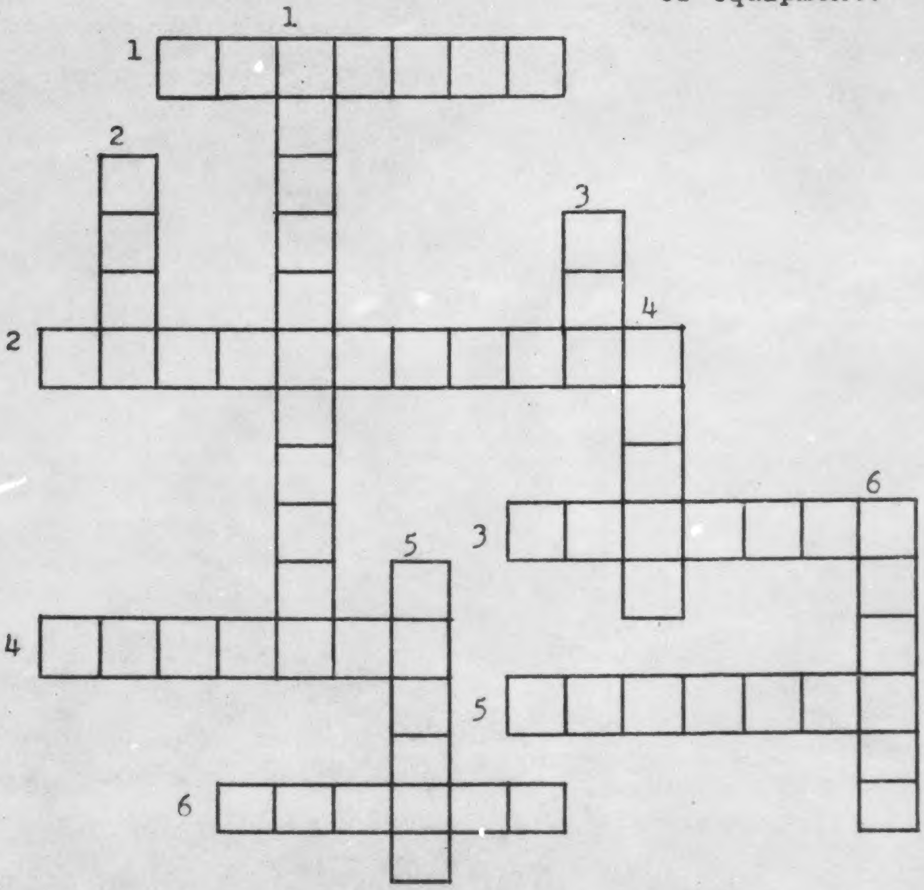
CROSSWORD PUZZLE

ACROSS

1. Video is the ___ portion of a TV broadcast.
2. Training in ___ would be very helpful to video operators.
3. The device used by an operator to watch the broadcast.
4. A person who operates broadcast transmitters in a TV station must have an operator's ___.
5. A high school class that would be helpful to video operators is ___.
6. Earnings for video operators vary according to the ___ performed.

DOWN

1. There is much ___ for jobs in the TV industry.
2. Most studios are air-conditioned since video equipment must be kept ___.
3. Federal Communications Commission. (abbreviation)
4. Audio is the ___ portion of a TV broadcast.
5. Those involved in the most routine operation of transmitters only need a ___.
6. The emphasis has shifted from operation to ___ of equipment.



KEY

CROSSWORD PUZZLE

ACROSS	DOWN
1. Picture	1. Competition
2. Electronics	2. Cool
3. Monitor	3. FCC
4. License	4. Sound
5. Algebra	5. Permit
6. Duties	6. Repair

WORKSHEET A

List the advantages and disadvantages of working as a video operator. Be prepared to discuss this list in class.

ADVANTAGES of working as a video operator:

DISADVANTAGES of working as a video operator:

Name ______________________________

Occupational Cluster Communications and Media - Video Operator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Class discussion					
Learning the duties					
Working the puzzle					
Completing the Worksheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Assembler DOT CODE: 722.381-010

DUTIES: An assembler in the telephone and telegraph industry wires switchboards, operating tables, and other telegraph apparatus to specifications by using handtools and/or a soldering iron. By using meters, s/he may test wiring installations.

WHERE EMPLOYED: Jobs are found in almost every community, but most employees work in cities where larger concentrations of industrial and business establishments are located.

EMPLOYMENT OUTLOOK: Opportunities for employment can be expected to continue moderately. While the communications industry grows, there is an expansion in mechanization and in the use of computers.

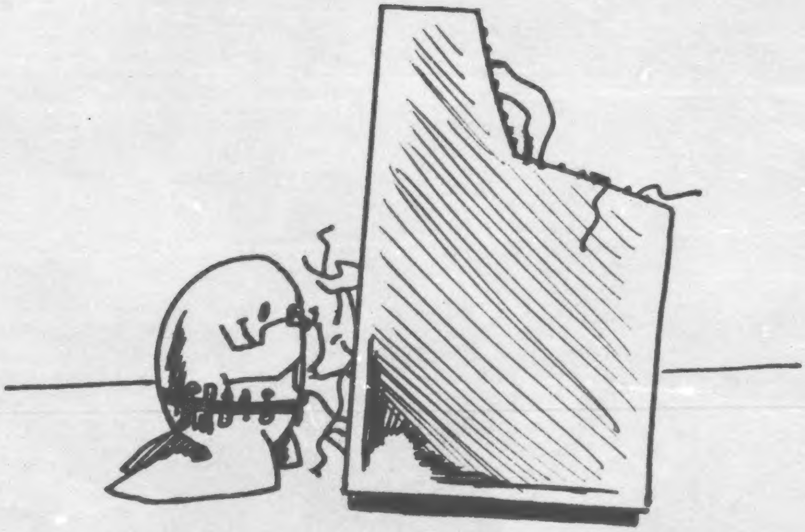
EDUCATION AND TRAINING: Employment tests are usually administered. Training is provided by the employer for a 30 to 90-day period, although vocational schools and the armed forces provide some of this type of training also. The employer may provide periodic training as necessary.

SPECIAL QUALIFICATIONS: Eyesight and color discrimination should be good, and manual dexterity is also required. The ability to understand plans and schematic drawings and a knowledge of electronics and electrical systems is beneficial. Patience and precision work are essential.

EARNINGS AND ADDITIONAL BENEFITS: Beginning employees start at the minimum wage for that particular job and are expected to reach the maximum in five years. Employees with managerial ability may advance to supervisory positions. In some places of employment, union contracts may govern wage rates and increases, overtime compensation, and advancement rates. The fringe benefits of group insurance and vacation time with pay may also be negotiated between the company and the union.

WORKING CONDITIONS/
LIFESTYLE:

The telephone industry has one of the best safety records in American industry. Some shift work exists, and overtime and emergency work time are compensated. Job security and chances for advancement are good.



BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

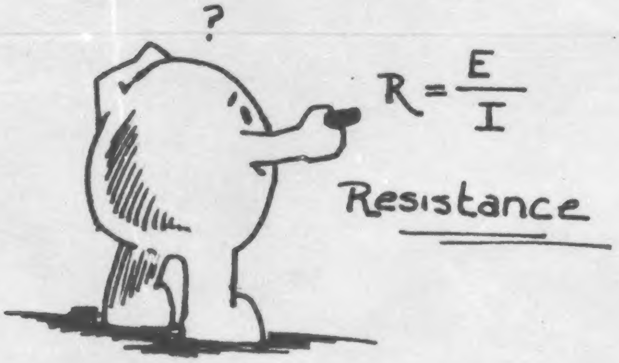
Assembler	722.381-010
Instrument Repairer	722.281-010
Central-Office Repairer	822.281-014

OCCUPATIONAL TASK: Exploring craft work in telephone and telegraph

OCCUPATIONAL COMPETENCY: Studying basic electricity and general testing

RESOURCES and/or MATERIALS

1. Basic Electricity Lesson located in General Shop*
2. Mini-Test
3. Student Attitude Sheet



*Groneman, Chris H. and Feirer, John L., General Shop. (New York: McGraw-Hill, 1963), pp. 250-51.

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Recognize some of the requirements of the assembler in the telephone and telegraph industry.
2. Determine if you are interested in this type of craft work.

LEARNING ACTIVITIES

1. Read the Basic Electricity Lesson.
2. Complete problems on Worksheet A.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Basic Electricity Lesson.
2. Completing problems on Worksheet A.
3. Completing the Student Attitude Sheet.

BASIC ELECTRICITY LESSON

Since you will either begin work with a knowledge of basic electricity, or you will acquire that knowledge through training, we have prepared a basic lesson for you. Read the lesson and work the problems.

Electricity is the movement of electrons through a wire. For the electrons to move, you need pressure. This pressure must overcome the resistance or friction from the sides of the wire in order to force the electrons to move through the wire. The pressure is called voltage. The actual rate of movement (current) of electricity is measured in amperes. To cause an electron movement, the pressure must overcome the resistance of the wire, which is measured in ohms.

These three factors--voltage or pressure, amperes or current, and resistance or ohms--are always related to one another. This relationship is called Ohm's law and is shown this way:

Voltage (E) equals amperes (I) times resistance (ohms) (R)

or $E = I \times R$ or $I = \frac{E}{R}$ or $R = \frac{E}{I}$

This is the basic law of electricity. If you know two of these three quantities (voltage, amperes, and resistance), you can find the other factor with Ohm's law. If you connect a small electric bulb with a resistance of 3 ohms to three dry cells hooked in series, each producing 2 volts (making a total voltage of 6 volts), you will use the formula:

$I = \frac{E}{R}$ to figure the number of amperes that will flow.

$I = \frac{6}{3}$ or 2 amperes

WORKSHEET A

OHM'S LAW PROBLEMS

1. What will be the current flow through a small coil with a resistance of 10 ohms if the voltage is 50? $I = \frac{E}{R}$

2. What is the resistance of a light bulb, through which 4 amperes flow when it is operating on a 110-volt circuit? $R = \frac{E}{I}$

3. An electric skillet has 5-ohms resistance. What current will flow when the skillet is connected to a 110-volt circuit? $I = \frac{E}{R}$

4. If a coil of wire with a resistance of 8 ohms is connected to the terminals of a single 3-volt cell, what current will flow? $I = \frac{E}{R}$

KEY

WORKSHEET A

1. $I = \frac{E}{R}$

$I = \frac{50}{10}$

I = 5 amperes

2. $R = \frac{E}{I}$

$R = \frac{110}{4}$

R = 27.5 ohms

3. $I = \frac{E}{R}$

$I = \frac{110}{5}$

I = 22 amperes

4. $I = \frac{E}{R}$

$I = \frac{3}{8}$

I = .375 amperes

Name ____

Occupational Cluster Communications and Media - Assembler

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Learning about electricity					
Completing problems pertaining to electricity					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____

CAREER INFORMATION

JOB TITLE: Automatic Equipment Technician DOT CODE: 822.281-010

DUTIES:	An automatic telegraphic transmitting and receiving apparatus, such as teletypewriters, facsimile recording devices and switching equipment will be analyzed for defects by employees. If a malfunction occurs, s/he must fix it or see that it is fixed. The technician must test and adjust equipment with testing devices, such as signal generators and ohmmeters, following blueprints and wire diagrams. S/he will test and regulate telegraph repeaters to maintain proper functioning. There are handtools to become familiar with and use in performing duties.
WHERE EMPLOYED:	With this line of work, as in most all work of this nature, it is divided into regions. Employees usually work full time in the region where they were hired; however, occasionally s/he may be required to assist temporarily in other areas where needed. Most of the work will be indoors and on occasions outdoors.
EMPLOYMENT OUTLOOK:	The employment outlook for automatic equipment technicians is expected to remain moderate during the 80's.
EDUCATION AND TRAINING:	A high school diploma is necessary for consideration to be given for employment. Formal training programs are provided by the company. If training requires traveling and living away from home, the company will pay the expenses. Employees may be expected to attend school periodically in order to master other skills and to keep up with continuing technological changes.
SPECIAL QUALIFICATIONS:	Assets which may be helpful in becoming employed include: good health, physical strength, coordination, color discrimination, and

ability to work in tight places for long periods of time. It is necessary to have the ability to communicate well with people and be able to get along with them. Patience on the job and following through on assigned projects are very important. Producing designs, drawing charts, and developing graphs can be learned on the job.

EARNINGS AND ADDITIONAL BENEFITS:

The beginning earnings are usually low. Since employees are trained and schooled by the company, the earnings can be expected to increase as experience increases.

WORKING CONDITIONS/ LIFESTYLE:

Service is provided 24 hours seven days a week which means there may be work evenings, nights, and sometimes split shifts. Some work may have to be done on weekends and/or holidays.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Automatic-Equipment Technician	822.281-010
Line Inspector	822.261.010
Maintenance Inspector	822.261-018

OCCUPATIONAL TASK: Maintaining Automatic-Equipment

OCCUPATIONAL COMPETENCY: Locating and repairing breaks in automatic-equipment

RESOURCES and/or MATERIALS

1. Dictionary of Occupational Titles
2. Occupational Outlook Handbook
3. "Opportunities for the 80's"
4. Worksheet A
5. Worksheet B
6. Electric Wire
7. Electrical Tape
8. Electric Plug
9. Lamp

LEARNING OBJECTIVES

After completing the activities in this packet, you should be able to:

1. Produce a job description
2. Share some related jobs
3. Identify some of the tools needed to carry out the duties
4. Explain why or why not you would like this type of work

LEARNING ACTIVITIES

1. Brainstorming about pros and cons of a job
2. Discuss questions on Worksheet B
3. Discuss some related jobs
4. Splice some electric wire together
5. Put a plug on a lamp
6. Complete Worksheet A

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion
2. Turning in Worksheet A
3. Checking to see if lamp works

WORKSHEET A

AUTOMATIC-EQUIPMENT TECHNICIAN

Use scrambled words--things that are tools, parts, or what you need for the automatic-equipment technician.

Joe took a nap at the end of his day's work. His dream was very confused about his work. Can you help straighten out all the words in his dream?

1. ENLI 1. __________
2. MALCP 2. __________
3. LREPIS 3. __________
4. RRREECDISVW 4. __________
5. TKUCR 5. __________
6. RIWE 6. __________
7. HRNECW 7. __________
8. OERRR 8. __________
9. POHS 9. __________
10. RHPSA EEY 10. __________

KEY

WORKSHEET A

1. Line
2. Clamp
3. Pliers
4. Screwdriver
5. Truck
6. Wire
7. Wrench
8. Error
9. Shop
10. Sharp Eye

WORKSHEET B

AUTOMATIC-EQUIPMENT TECHNICIAN

Answer the following questions:

1. Did the job sound interesting to you?
2. List three of the work requirements for a technician.
3. What are the educational requirements?
4. What is the average entry level wage?
5. Where is most of the work performed?
6. Is there a chance for advancement?
7. Would you have to spend a large sum for tools to work with?
8. Would you be able to enjoy a lifestyle that would be pleasing to you?

CAREER INFORMATION

JOB TITLE: Cable Splicer

DOT CODE: 829.361-010

DUTIES:

Cable splicers connect cables and wires to complete circuits between customers' phones and central and area offices. Splicers work on poles, on aerial ladders and platforms, in manholes, or in basements of large buildings. Splicers connect individual wires within the cable and rearrange wires when lines have to be changed. At each splice, they either wrap insulation around the wires and seal the joint with a lead sleeve or cover the splice with some other type of closure.

Splicers also maintain and repair existing cables. They inspect cables and cable connections at regular intervals and repair those that are damaged.

WHERE EMPLOYED:

Cable splicers are employed by the telephone industry throughout the United States.

In addition to working with telephone lines, cable splicers work on cables and radio-relay systems that join television and radio stations throughout the United States. They also service teletype and private wire lines which the telephone industry leases to businesses and government agencies.

EMPLOYMENT OUTLOOK:

The number of persons employed as cable splicers may decline slowly because of technological changes. On the other hand, as urban and suburban areas expand outward, some jobs may be created for cable splicers to place unsightly cables underground in localities where cables presently are hung from poles.

Because of the many miles of cable which must be maintained in rural areas, job openings for cable splicers may be easier to find in small cities than in metropolitan areas.

EDUCATION AND TRAINING: The training necessary to become a cable splicer usually is received on the job through a combination of classroom instruction and actual work experience under the supervision of skilled workers. The length of the training period normally requires from four to five years. Most employers prefer to hire high school graduates who have completed courses in mathematics, mechanical drawing, electricity and electronics, and industrial arts. A knowledge of basic electricity and electronics could be of value in reducing the length of the training period and receiving promotions at a faster pace. Prior to being hired, many companies require applicants to pass physical examinations and to complete tests designed to measure manual dexterity, and/or aptitude for the work.

SPECIAL QUALIFICATIONS: Because the work requires considerable lifting, climbing, reaching, walking, and pulling, aspirants should be in good physical condition and have at least average strength and stamina. Normal vision and color perception, manual dexterity, agility, and the ability to work at heights are required. Aspirants should like working outdoors and be willing to work under severe weather conditions when necessary.

Electrical and mechanical aptitude, good judgment, and the ability to work under a minimum of supervision are important qualifications. Aspirants should also be emotionally stable, dependable, alert, and able to work as a member of a team.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of telephone cable splicers vary considerably, depending on their skill and experience, and the geographical location and size of the employing organization.

Employees can generally expect premium pay for work in excess of eight hours a day or 40 hours a week and for Sunday work. The rate of pay for night work is usually five or ten percent above the basic day rate. Employees who work emergency, non-scheduled hours generally are guaranteed a minimum of three or four hours' pay at basic hourly rates, with travel time to and from the job counted as work time.

Fringe benefits usually include vacations with pay, holidays, sick leave allowances, life and health insurance programs, and/or retirement and disability coverage.

WORKING CONDITIONS/ LIFESTYLE:

The work of cable splicers is physically active and requires considerable standing, climbing, pulling, bending, and lifting. They work outdoors in all kinds of weather. After heavy rains, winds, sleet storms, and other emergency conditions, splicers may need to work many consecutive hours to repair broken wires, cables, and poles.

Cable splicers carry hand tools used in their work in specially designed belts. They may work from lifts or sky buckets while working on aerial cables; however, they are sometimes required to climb poles, using "spurs" strapped to their feet and legs. These spurs are somewhat uncomfortable if worn over a long period of time.

While cable splicers are exposed to hazards such as falls, electrical shocks, and cuts from sharp tools, accidents are kept to a minimum through the use of protective devices and the observance of strict safety regulations.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Cable Splicer	829.361-010
Trouble Locators	822.361-030

OCCUPATIONAL TASK: Working with a color-code system

OCCUPATIONAL COMPETENCY: Using a developed color-code system to identify colors of pairs of wires and binder groups

RESOURCES and/or MATERIALS

1. Student Information Sheet
2. Exhibits 1, 2, and 3
3. Color-Code System Chart
4. Worksheet A
5. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Use a color-code system to identify colors of pairs of wires and binder groups.
2. Determine if you may be interested in becoming a cable splicer.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a cable splicer.
2. Read the Student Information Sheet to help you understand how and why cable splicers use a color-code system in

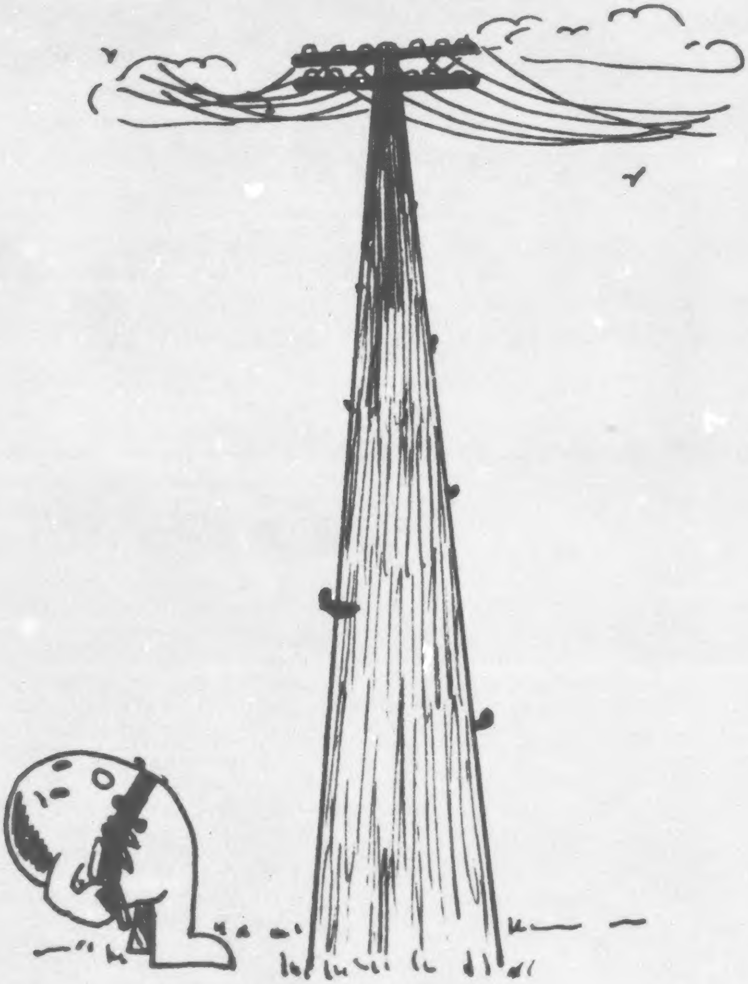
their daily work.

3. Complete Worksheet A.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing and submitting Worksheet A to the teacher.
2. Completing and submitting the Student Attitude Sheet to the teacher.



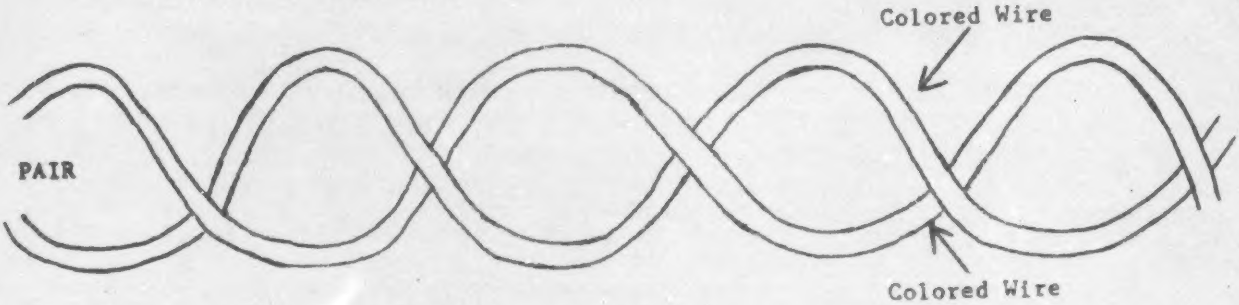
STUDENT INFORMATION SHEET

A cable splicer must be able to read and interpret work orders and blueprints so s/he can perform necessary tasks according to established procedures.

When a cable splicer arrives at work, s/he is given a work order and a blueprint. The work order is simply a written statement describing a particular job to be completed by the splicer. Refer to the example provided, marked as Exhibit 1. The blueprint outlines in diagram form the existing telephone system in an area and the changes to be made to this system by the splicer. Refer to the example provided, marked as Exhibit 2.

When the cable splicer begins to complete the job described on the work order using the blueprint as a guide for completion of the task, s/he will begin working with different pairs of colored wires. Therefore, a cable splicer must possess the ability to distinguish colors as they connect color-coded wires and cables daily.

In order to understand why and how a color-code system is used by cable splicers, it is important that you understand a few basic concepts. First, you need to understand the following terms:



2 wires together = one pair
25 pairs of wires = one binder group
One or more binder groups = a cable

Now look at the example provided, marked as Exhibit 3. When you want to call a friend and you pick up the telephone receiver to place the call, you are immediately connected to the central office (telephone company) by use of wires. You hear a dial tone. When you dial the telephone number of your friend's house, another wire makes your friend's telephone ring. If anything happens to these wires, your telephone service will be disrupted. Then it becomes the job of the cable splicer to repair and restore your service.

The size of the cable (number of wires inside) on the telephone pole will depend on the number of individuals that are served in your area. The more people that are served by the telephone company in an area, the larger the cable will be in size.

How can the cable splicer find your wires among so many that service your house and the entire community in which you live? S/he will locate your pair of wires by using a color-code system developed by the telephone company.

WHERE IS PAIR 30?

For example, the colored pair of wires for telephone service to your house could be Pair 30 in a 100 pair cable. What does this mean? This means that on the telephone pole the cable consists of 100 pairs of wires and that the 30th pair in the cable provides the service to your house.

Look at the Color-Code System Chart. Five basic colors of wire are used and matched with five other colors of wire. The ten different colors of wires are matched together as many times as possible for a total of 25 pairs, 2 wires each of different colors.

Pair 1 would consist of a red wire and an orange wire together; Pair 2 would consist of a red wire and a blue wire together, etc. After the first 25 pairs, you must start over with the same colors. In other words, Pairs 26, 51, 76, etc., would be a red wire and an orange wire together; Pairs 27, 52, 77, etc., would be a red wire and a blue wire together, etc. Therefore, Pair 30 would be a red wire and a gray wire together.

Since the colors are used over again after the first 25 pairs, it becomes necessary to identify the first 25 pairs (Group 1) from the next 25 pairs (Group 2) and so on. A group (25 pairs) is bound with a colored string for identification. You use the same colors (beginning with Pair 1 colors) as the colors of your pairs of wires. In other words, Group 1 (the first 25 pairs) would be bound with a colored string of red and orange; Group 2 (the next 25 pairs) would be bound with a colored string of red and blue; etc.

Using the color-code system provided, let's find the colors to Pair 60 in a 100 pair cable. You would use 25 pairs once and 25 pairs again to make a total of 50 pairs. Now, count down ten more pairs to make 60. Pair 60 would be a yellow-gray pair. Remember, 25 pairs = one binder group. Therefore, Pair 60 would be in Binder Group 3. Binder Group 3 would be bound with a red-brown string.

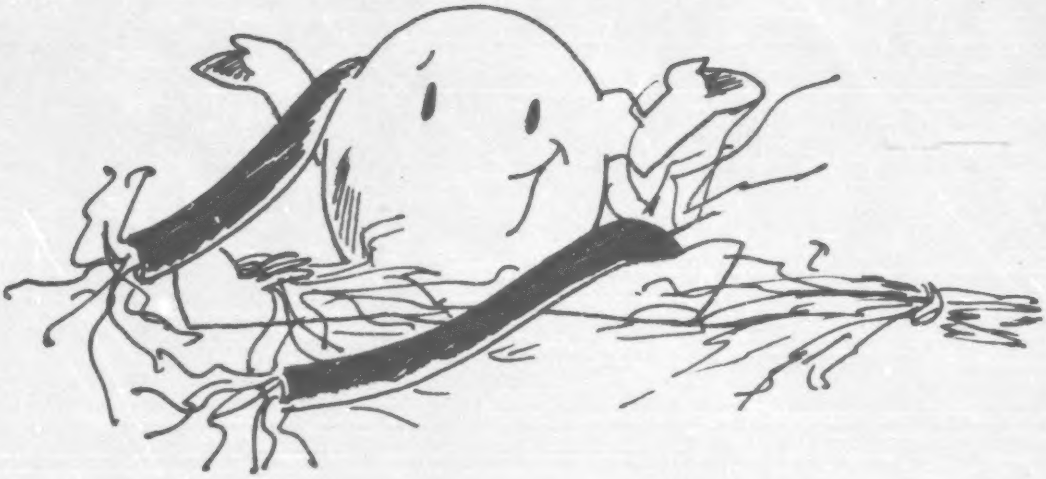


EXHIBIT 1

BUSY TELEPHONE COMPANY

Work Order - Outside Plant

Central Office: PEEP's WORKYARD

Date Issued ____________
month day year

Completed By: ____________

Location: PEEP's PREVOCATIONAL EXPLORATION SHOP

Description of work: Cable rearrangements

Reason: To provide cable lines so that telephones may be installed in all Business & Office Laboratories

Accounts	Estimated Amounts	Hours	Work Units

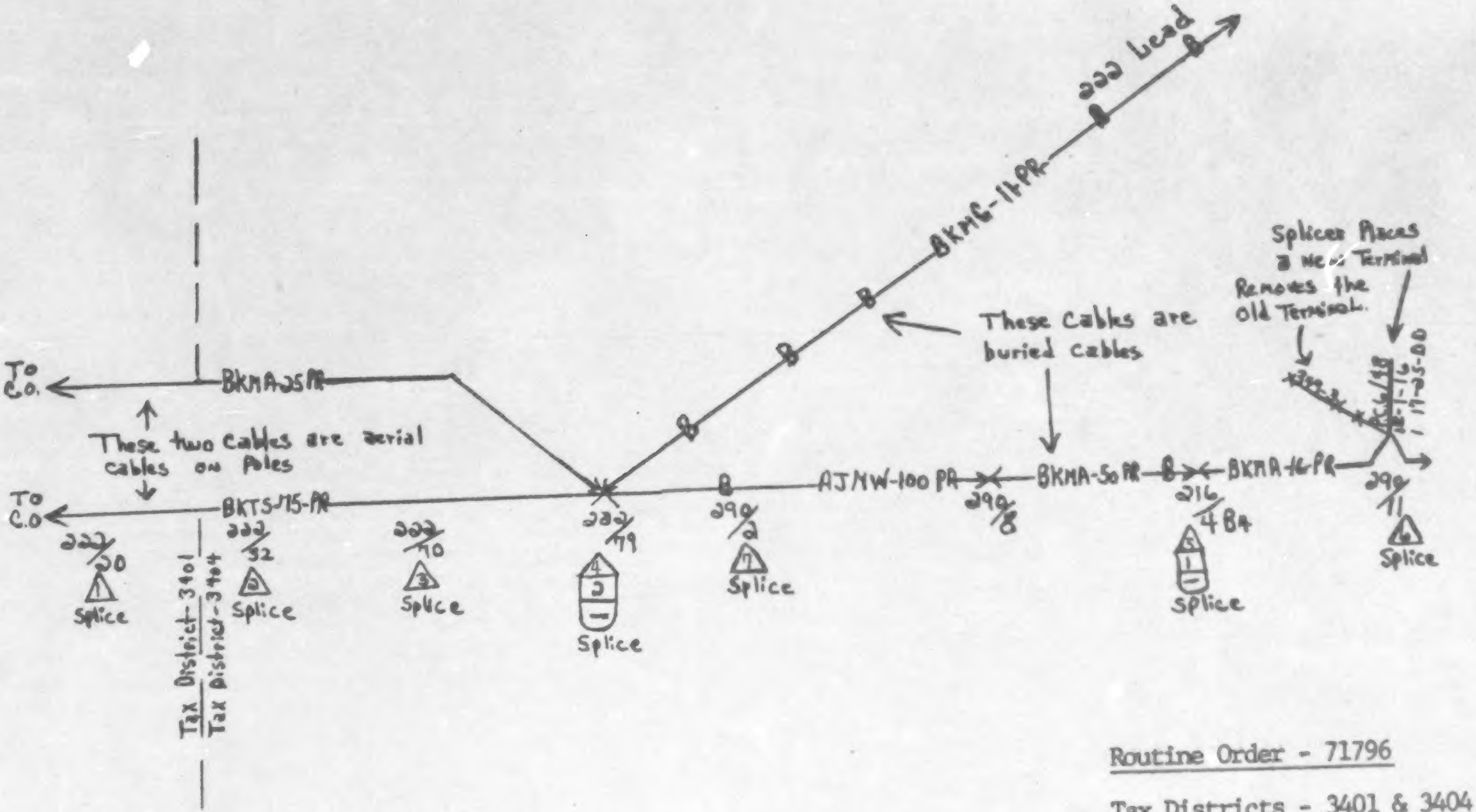
Engr. by ____________ Date ____________

Approved ____________ Date ____________

Special Instructions	Yes	No
Billing Order		
Pressurized Cable		
Tree Trimming Req.		
Special Circuit Info.		
Rewire Sheets Req.		
Rodding Required		
Add. Protection Req.		
R. R. Xing		
Pole Attachments		
Conformance Testing		

Material Requirements
Quantity ________ Item ____

EXHIBIT 2

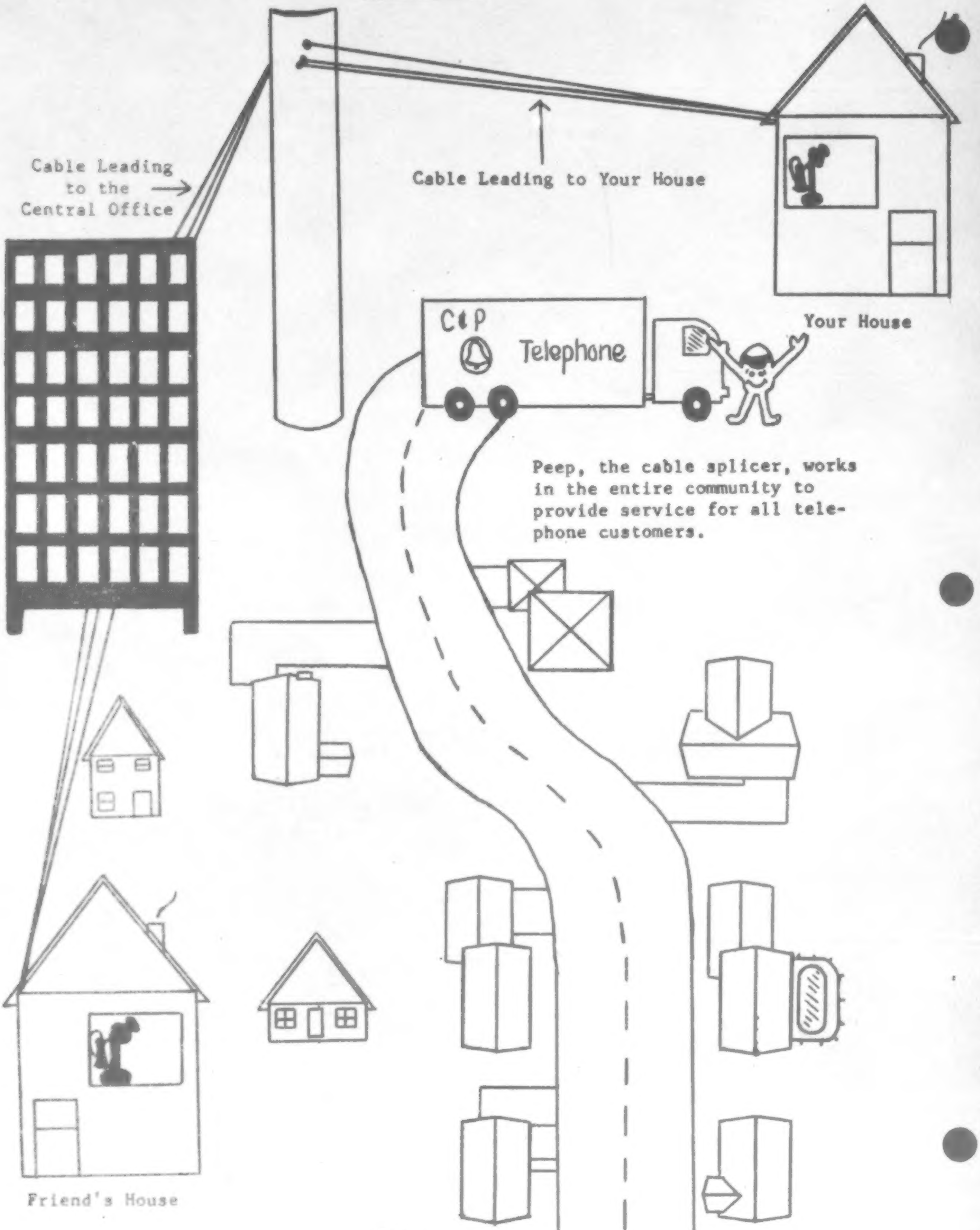

222 Lead
BKMG-17PR
These Cables are buried cables
Splicer Places a New Terminal
Removes the Old Terminal.
To C.O.
BKMA-25PR
These two cables are aerial cables on Poles
To C.O
BKTS-75-PR
222/20
1
Splice
Tax District-3401
Tax District-3404
222/32
2
Splice
222/40
3
Splice
222/79
4
2
1
Splice
290/2
7
Splice
AJMW-100 PR
290/8
BKMA-50PR
216/4B4
5
1
1
Splice
BKMA-16PR
290/11
6
Splice

Routine Order - 71796

Tax Districts - 3401 & 3404

Central Office - 41538

EXHIBIT 3


Cable Leading to the Central Office
Cable Leading to Your House
Your House
C&P Telephone
Friend's House

Peep, the cable splicer, works in the entire community to provide service for all telephone customers.

COLOR-CODE SYSTEM CHART

	One wire in the pair is:		Other wire in the pair is:
PAIR 1	Red	matched with	Orange
PAIR 2	Red	"	Blue
PAIR 3	Red	"	Brown
PAIR 4	Red	"	Black
PAIR 5	Red	"	Gray
PAIR 6	Yellow	"	Orange
PAIR 7	Yellow	"	Blue
PAIR 8	Yellow	"	Brown
PAIR 9	Yellow	"	Black
PAIR 10	Yellow	"	Gray
PAIR 11	Green	"	Orange
PAIR 12	Green	"	Blue
PAIR 13	Green	"	Brown
PAIR 14	Green	"	Black
PAIR 15	Green	"	Gray
PAIR 16	Violet	"	Orange
PAIR 17	Violet	"	Blue
PAIR 18	Violet	"	Brown
PAIR 19	Violet	"	Black
PAIR 20	Violet	"	Gray
PAIR 21	White	"	Orange
PAIR 22	White	"	Blue
PAIR 23	White	"	Brown
PAIR 24	White	"	Black
PAIR 25	White	"	Gray

WORKSHEET A

Using the color-code system provided, locate and write in the space provided the colors of the pairs of wires and the binder groups for each of the following:

1. Locate Pair 6 in a 25 pair cable *Yellow-orange pair/ Red-orange group
2. Locate Pair 15 in a 50 pair cable
3. Locate Pair 18 in a 75 pair cable
4. Locate Pair 22 in a 75 pair cable
5. Locate Pair 25 in a 100 pair cable
6. Locate Pair 28 in a 50 pair cable
7. Locate Pair 33 in a 50 pair cable
8. Locate Pair 35 in a 75 pair cable
9. Locate Pair 46 in a 100 pair cable
10. Locate Pair 50 in a 100 pair cable
11. Locate Pair 52 in a 75 pair cable
12. Locate Pair 62 in a 100 pair cable
13. Locate Pair 65 in a 75 pair cable
14. Locate Pair 75 in a 100 pair cable
15. Locate Pair 78 in a 100 pair cable
16. Locate Pair 80 in a 100 pair cable
17. Locate Pair 85 in a 100 pair cable
18. Locate Pair 90 in a 100 pair cable
19. Locate Pair 95 in a 100 pair cable
20. Locate Pair 100 in a 100 pair cable

*Number 1 has been completed for you as an example.

KEY

WORKSHEET A

1. Yellow-orange pair/Red-orange group
2. Green-gray pair/Red-orange group
3. Violet-brown pair/Red-orange group
4. White-blue pair/Red-orange group
5. White-gray pair/Red-orange group
6. Red-brown pair/Red-blue group
7. Yellow-brown pair/Red-blue group
8. Yellow-gray pair/Red-blue group
9. White-orange pair/Red-blue group
10. White-gray pair/Red-blue group
11. Red-blue pair/Red-brown group
12. Green-blue pair/Red-brown group
13. Green-gray pair/Red-brown group
14. White-gray pair/Red-brown group
15. Red-brown pair/Red-black group
16. Red-gray pair/Red-black group
17. Yellow-gray pair/Red-black group
18. Green-gray pair/Red-black group
19. Violet-gray pair/Red-black group
20. White-gray pair/Red-black group

Name ______________________________

Occupational Cluster Communications and Media - Cable Splicer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Reading the Career Information Sheet					
Looking at the different examples provided					
Using the color-code system					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Central Office Repairer **DOT CODE:** 822.281-014

DUTIES: A central office repairer maintains the switching equipment that automatically connects lines when customers dial numbers. Electromechanical switching systems contain moving parts that must be cleaned and oiled periodically. Electronic switching circuits must be checked occasionally for breaks. They will often work with trouble locators to test new equipment to verify that installations are made correctly. They will be able to use the test meters, locate electrical, electronic, and mechanical failures in telephone switching equipment using a millimeter box, schematic drawings, computer printouts, or trouble tickets. They must know the correct tools for installing, repairing and adjusting equipment, such as relays and amplifiers. Some companies interchange duties of their employees so they may have to do the work of a central office supervisor, installer, or frame worker. Maintaining telephone switching equipment at private establishments such as hotels and office buildings may also be an expectation.

WHERE EMPLOYED: When a company hires a person for a job, s/he will probably be confined to the region in which the application was made. The job may include a central office repairer plus all jobs needed to provide service for the area. If a change in location is desired, s/he must apply for a transfer. Once a transfer has been made, it is unlikely the employee will be able to transfer back to the original location. If this type of work is needed in other regions, the company may loan the services of the employees to that region for a few days or until a job is completed.

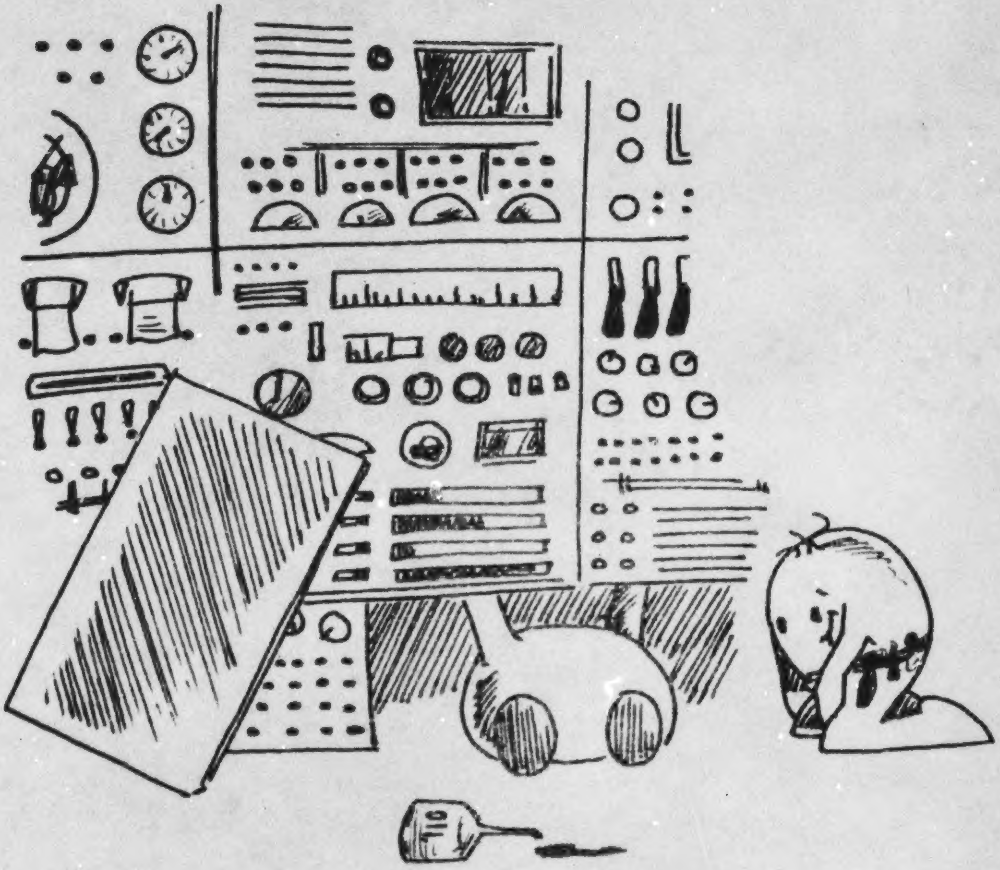
EMPLOYMENT OUTLOOK: The overall employment as a central office worker is expected to drop slightly during the next few years. Job openings are expected to develop as experienced workers retire, die, or transfer to other occupations.

EDUCATION AND TRAINING: A high school diploma is all the formal education needed. Telephone companies give classroom instruction in schools that have been set up by the company. They will provide on-the-job training to employees accompanied by classroom instructions periodically. The training continues throughout the employment with the company to aid in keeping abreast of the latest developments. As new types of equipment, tools, and maintenance procedures arise, the employee may be sent to school.

SPECIAL QUALIFICATIONS: Among the special qualifications, there is a need for a desire to learn and work conscientiously. It can be a life-time job if there is a desire to work and continue training, stay alert, and be willing to work during an emergency.

EARNINGS AND ADDITIONAL BENEFITS: The beginning salary may be considered low, with average benefits, which often discourage beginning workers. The employee can expect to receive increases in salary about every three months. As experience is earned and more time accumulated with the company, earnings increase considerably for most people.

WORKING CONDITIONS/ LIFESTYLE: There is 24-hour service which causes employees to have to work schedules that include shifts, weekends, and holiday work. The work is done in clean, well-lighted, air-conditioned surroundings. At times, workers may have to stand for long periods, climb ladders, and do some reaching, stooping, and light lifting. Working conditions are good in most cases. People working for a small company may have to perform a variety of duties causing them to work outdoors summer and winter. Most breakdowns may occur during bad weather which makes working conditions less favorable. Repairers may expect to receive some paid holidays, regular coffee breaks, and added time on vacations about every five years.



BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Central Office Repairer	822.281-014
Operations Chief	822.131.010
Maintenance Inspector	822.261-018

OCCUPATIONAL TASK: Making repairs at Central Offices

OCCUPATIONAL COMPETENCY: Locating and making needed repairs

RESOURCES and/or MATERIALS

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Worksheet A
4. Worksheet B
5. Information Sheet for Worksheets A and B

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify some of the duties of a central office repair person.
2. Identify some of the points of interest about this job.
3. Identify some of the points of no interest about this job.
4. Discuss the same job but with different companies.

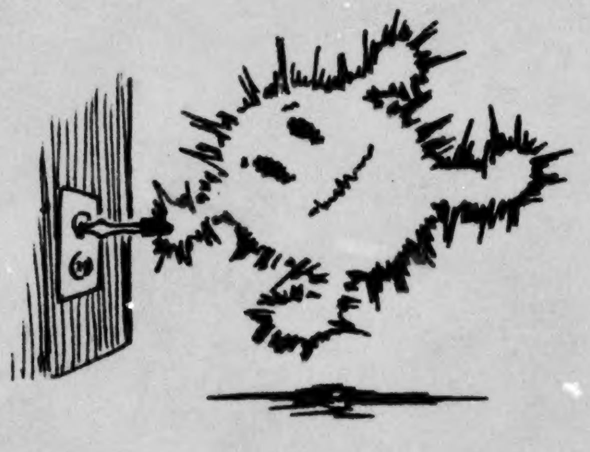
LEARNING ACTIVITIES

1. Brainstorm on some of the things of interest to the class.
2. Discuss some special qualities a person may need for this job.
3. Complete Worksheet A.
4. Complete Worksheet B.
5. Discuss the purpose of the Worksheets.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Turning in Worksheet A completed.
2. Turning in Worksheet B completed.
3. Recalling some of the likes and dislikes of the job.



INFORMATION SHEET

WORKSHEET A

CENTRAL OFFICE REPAIRER

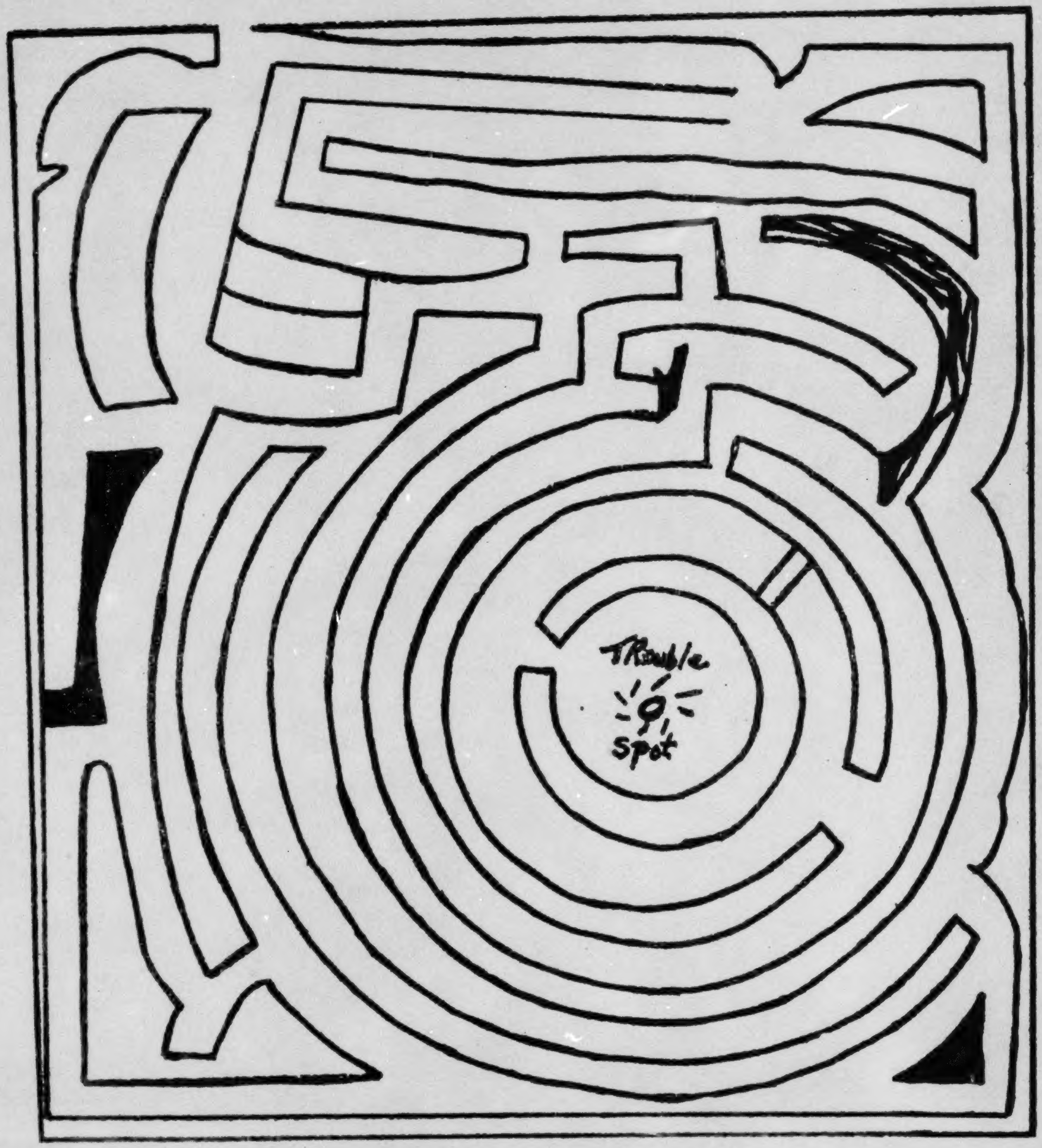
We have a breakdown in the central office. It is causing loss of service to about fifty customers. As a central office repair person, you have located the trouble spot. You can get to the trouble spot that showed on the panel board, but you cannot cross any lines to reach it. Draw a line showing how to get to the area needing the repairs. (Start in the upper left corner).

WORKSHEET B

CHECK YOUR SHARP EYES AND FORESIGHT

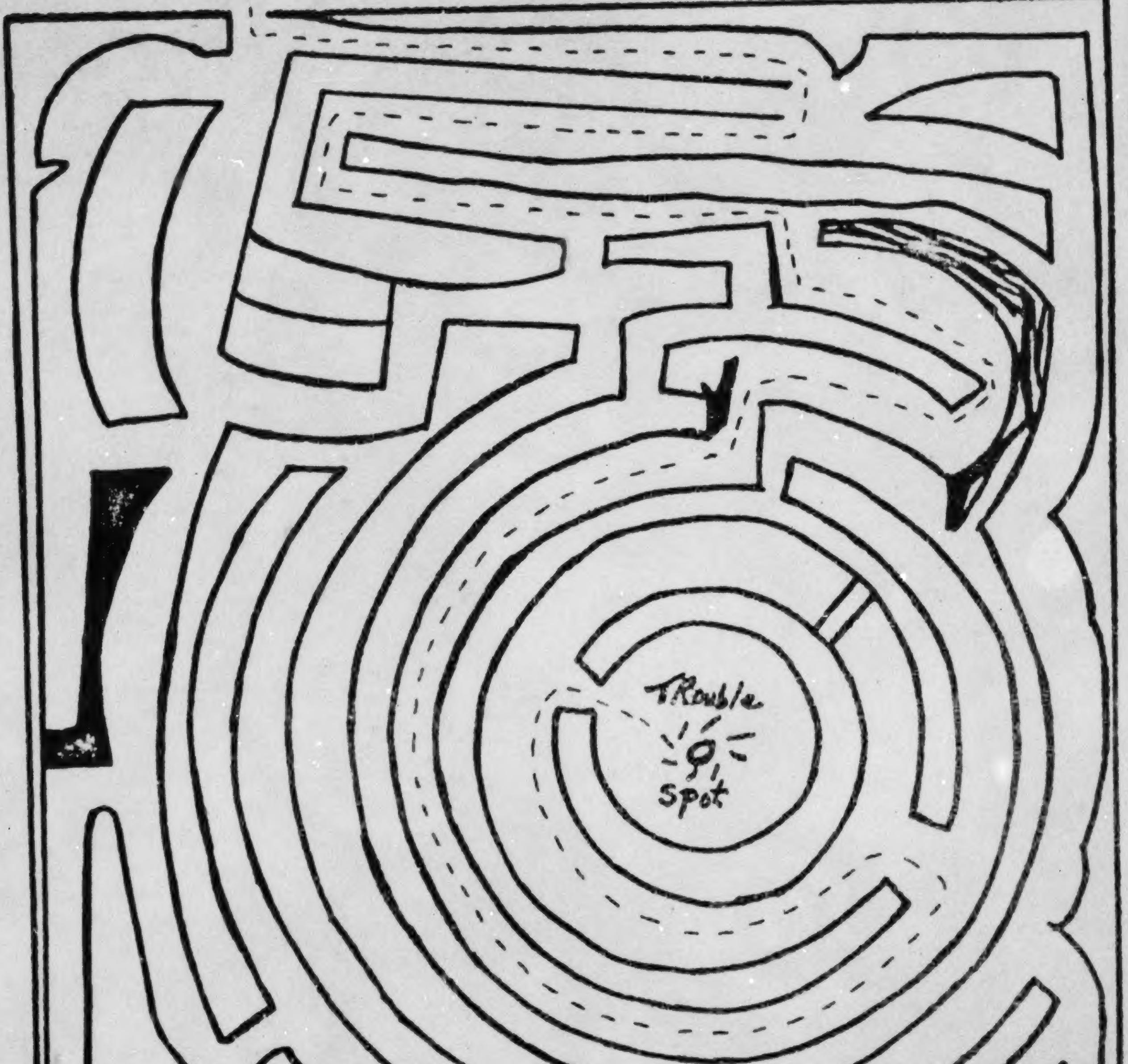
You have eight clamps that must be replaced. These clamps are defective and are causing problems for a new customer. The trouble ticket shows where the defective clamps are located. Can you put an X where these defective clamps should be replaced. They cannot be in a straight line: (A) not up and down, (B) not across, (C) not diagonally.

WORKSHEET A


Trouble
Spot

KEY

WORKSHEET A


TRouble
spot

WORKSHEET B

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

KEY

WORKSHEET B

No. 1 Solution	No. 2 Solution
F-1	G-1
B-2	D-2
G-3	B-3
A-4	E-4
D-5	H-5
h-6	A-6
E-7	c-7
c-8	F-8

CAREER INFORMATION

JOB TITLE(S):	Directory-Assistance Operator (telephone and telegraph) DOT CODE: 235.662-018
DUTIES:	The directory assistance operator provides telephone information for a cord or cordless central office switchboard. Operators plug in headphones when signal lights flash on a cord switchboard or push switch keys on a cordless switchboard to make connections. They refer to an alphabetical or geographical reel or directory to answer questions and suggest alternate locations and spellings under which a number could be listed. Operators may type locations and spellings of names on a computer terminal keyboard, scan a directory or microfilm viewer to locate a number, keep a record of calls received, and help keep reels and directories up to date.
WHERE EMPLOYED:	Information operators work in telephone companies. One fifth of all operators employed are in the heavily populated areas like New York, Chicago, and Los Angeles.
EMPLOYMENT OUTLOOK	The demand for more operators is moderate due to technological changes. The turnover, however, is great. More and more young women who quit after a year or two are deciding to stay on after being married and rearing a family. Until just a few years ago, the majority of them left work shortly after marriage.
EDUCATION AND TRAINING:	Most telephone companies require a minimum of a high school education. Usually, companies require an instruction period of one to three weeks. Later, the operators are assigned to a regular force where they get further information in handling calls not included in their initial training.

SPECIAL QUALIFICATIONS:

Operators should be tactful and courteous. They should be patient and persistent. Probably the single most important qualification that an operator must possess is to have a pleasing telephone voice with no noticeable speech impediment. A high degree of eye-hand coordination, normal eyesight, and hearing are essential. Many companies require applicants to pass physical examinations and general intelligence tests.

EARNINGS AND ADDITIONAL BENEFITS:

Pay scales for operators are many times established by union contracts and generally provide for periodic salary increases. There is usually extra pay for working weekends and holidays. An operator should be prepared to work night shifts. Insurance, pension plans, paid holidays, and vacations are much the same as for clerical employees.

WORKING CONDITIONS/ LIFESTYLE:

Operators usually work shifts, holidays, and weekends. The work environment is usually in a well-lighted and pleasant atmosphere. Attractive lounges are usually provided for relaxation during scheduled breaks during working hours.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Directory Assistance Operator	235.662-018
Telephone Operator	235.662-022

OCCUPATIONAL TASK: Exploring an operator's job

OCCUPATIONAL COMPETENCY: Giving information and alphabetizing

RESOURCES and/or MATERIALS

1. Pencils or pens
2. Paper

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a directory-assistance operator.
2. Evaluate yourself as potential directory assistance operators.
3. Quickly determine which listings are not in the proper alphabetical order.

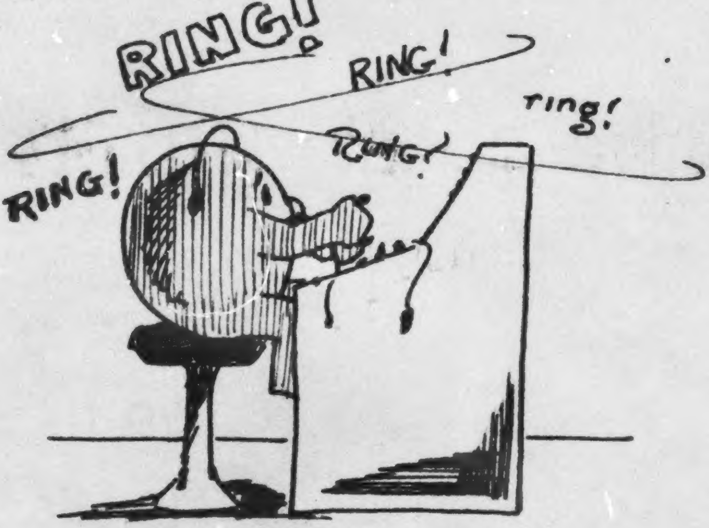
LEARNING ACTIVITIES

1. Read the Career Information Sheets for directory assistance operators.
2. Complete the Self Inventory on Worksheet A.
3. Complete Worksheet B.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading and discussing the Career Information Sheets.
2. Completing the Self Inventory.
3. Completing the exercise on Worksheet B.


RING!
RING!
ring!
RING!
RING!

WORKSHEET A

Directory-Assistance Operator

Read each question carefully. Consider how you would be affected if you were to work as a directory-assistance operator.

Do I:	Yes	No
1. Give information clearly?	___	___
2. Think I can learn to operate a switchboard?	___	___
3. Speak clearly and listen carefully?	___	___
4. Think I would be comfortable receiving trouble calls?	___	___
5. Can I handle calls without panicking?	___	___
6. Communicate well?	___	___
7. Know this immediate geographic area well?	___	___
8. Alphabetize quickly and correctly?	___	___
9. Know the difference between government and business listings?	___	___
10. Have good eye-hand coordination?	___	___
11. Remember things easily?	___	___
12. Appear intelligent?	___	___
13. Present a neat appearance?	___	___
14. Have a pleasing voice?	___	___
15. Have a good record of attendance?	___	___

Am I willing to:		
16. Work shift work?	___	___
17. Work nights or holidays?	___	___
18. Work at increasing my alphabetizing skills?	___	___
19. Look up listings as the main part of my job?	___	___
20. Go through an 8-day training period?	___	___

WORKSHEET B

From the following alphabetical listing, you should identify four names which have intentionally been placed out of correct alphabetical order. Place a check mark by the incorrectly arranged names.

After you have identified the incorrectly arranged names with a check mark, write the names on the numbered lines below.

On the lines above and below the numbered lines, write the names that should have preceded and followed each incorrect listing.

Hoke Danny W Hwy 16------------------359-7087
Hoke Douglas R Oxford Rd-------------359-8601
Hoke Eugene 201 W Main St------------359-2106
Hoke Eubert L 205 N Oxford Rd--------359-6788
Hoke Harlie B Rock Barn Rd-----------359-0512
Hoke Jack Oxford Rd------------------359-7505
Hoke Lucile Miss Lookout Cr----------359-7403
Hoke Phil N Bend St------------------359-7796
Hoke Larry W Harwell St--------------359-7217
Hollar B R Hwy 70-W------------------359-4897
Hollar Brothers Store Hwy 10---------359-9000
Hollar Danny M Stewart Rd------------359-7060
Hollar Ella Sue Phiffer Rd-----------359-7063
Hollar E Norman Hwy 64-W-------------359-5333
Hollar Kenneth G Pine St-------------359-9108
Hollar Kenneth Groc 64-E-------------359-7335
Hollar Rowe N Oxford-----------------359-6004
Hollar R E Hwy 16-W------------------359-1000
Hollar R Ray N Depot-----------------359-8257
Houston Coy Ramble Woods-------------359-5585

____
1. ____________________
____

____
2. ____________________
____

____
3. ____________________
____

____
4. ____________________
____

CAREER INFORMATION

JOB TITLE: Frame Wirer DOT CODE: 822.684-010

DUTIES:	Using a soldering iron and handtools, a frame wirer connects wires from telephone lines and cables to distributing frames in telephone company central offices. The worker also tests circuit connections, removes and remakes connections, cleans switches and replaces contact points, and lubricates moving switch parts.
WHERE EMPLOYED:	Employment opportunities exist in the central office equipment areas; consequently, the probability for more jobs may occur in industrial, business, and/or densely populated areas.
EMPLOYMENT OUTLOOK:	Employment opportunities are expected to remain moderate during the 80's. Some openings are expected to occur because of workers advancement.
EDUCATION AND TRAINING:	An employment test is administered; when employed, the company provides necessary training.
SPECIAL QUALIFICATIONS:	Eyesight and color discrimination should be good. Patience and the ability to follow oral and written directions are helpful.
EARNINGS AND ADDITIONAL BENEFITS:	The record of the telephone industry with respect to beginning wages, increases, and opportunities for advancement is good. Many companies offer group insurance, retirement, and vacations with pay.
WORKING CONDITIONS/ LIFESTYLE:	The telephone industry has one of the best safety records in American industry. The environment is comfortably located in a central equipment office and the work hours are dependable.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone Industry

REPRESENTATIVE JOB TITLES:

Frame Wirer	822.684-010
Trouble Locater	822.361-030
Central-Office Installer	822.361-014

OCCUPATIONAL TASK: Exploring the jobs of craft workers

OCCUPATIONAL COMPETENCY: Recognizing mental alertness

RESOURCES and/or MATERIALS

1. Line and Search Puzzles and Key
2. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the activites contained in this packet, you should be able to:

1. Understand the DOT title of the frame wirer.
2. Recognize the qualification of mental alertness.

LEARNING ACTIVITIES

1. Do the Line Puzzle.
2. Do the Search Puzzle.
3. Complete the First Aid Lesson.
4. Complete the Student Attitude Sheet.

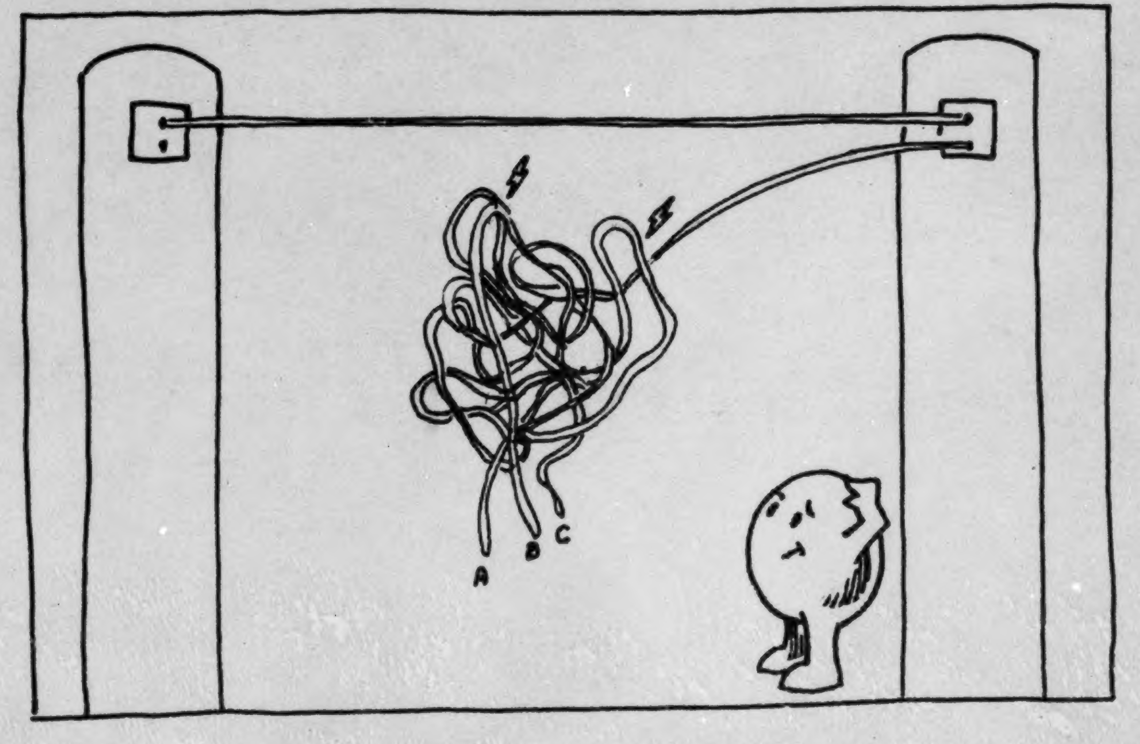
EVALUATION PROCEDURES

Your evaluation will consist of:

1. Working on the puzzle exercises.
2. Completing the First Aid Lesson.
3. Completing the Student Attitude Sheet.

LINE SEARCH

A frame wirer works with wires, lots of wires, all together. Use your pen to determine which wire (A, B, or C) is from the pole.



After you complete the word search puzzle on the next page, check the key for the correct answers to both puzzles.

WORD SEARCH PUZZLE

The Word Search Puzzle is a test of your mental and visual alertness. Testing will be part of the employment procedure. Your teacher may set a time limit for working on the puzzle.

In the grid are 33 hidden words, all containing double consonants. Test your alertness by finding as many as you can. The words can be found by reading up, down, forwards, backwards, or diagonally. The words may overlap each other. Once you have found a word, circle it, then cross it off the word list. There will be letters remaining.

HIDDEN WORDS:

affable
assist
ballot
barrier
callous
carrot
chassis
cripple
dessert
diffuse
drizzle

essence
fiddle
flurry
gazette
glossary
hemorrhage
hallow
illegal
jettison
knickknack
lattice

lesson
llama
mammoth
mirror
muffin
nipple
parallel
rapport
supper
village
wassail

WORD SEARCH PUZZLE

L M C S N B L A H T O M M A M R

A I D I E E A J F L Q G O H P O

T L A S S K M J E L P P I N I R

T J D S I C A L L T K N B K A R

I E O A S F L G D M T H N O L I

C N S H R A L Q D P N I F F U M

E T G C R U W R I E C V S B W A

B H F A Z E I Y F K L C X O D T

R A P I E Z J O K S L P F T N O

E Q L P Z G N N R M T L P S K R

I R R L B X A C E S U F F I D R

R Z E Y O C W H V R D L U S R A

R A G P K T O I R F Y J E S K C

A I P H P L S Y Q R M R G A N E

B L U P L U Y T A S O P A O C L

V L W O O X S S Z A I M Z N B B

G E W L H R S T R E S S E D C A

N G L M F O T L E J D S T H K F

F A N E L G D M C L S B T I A F

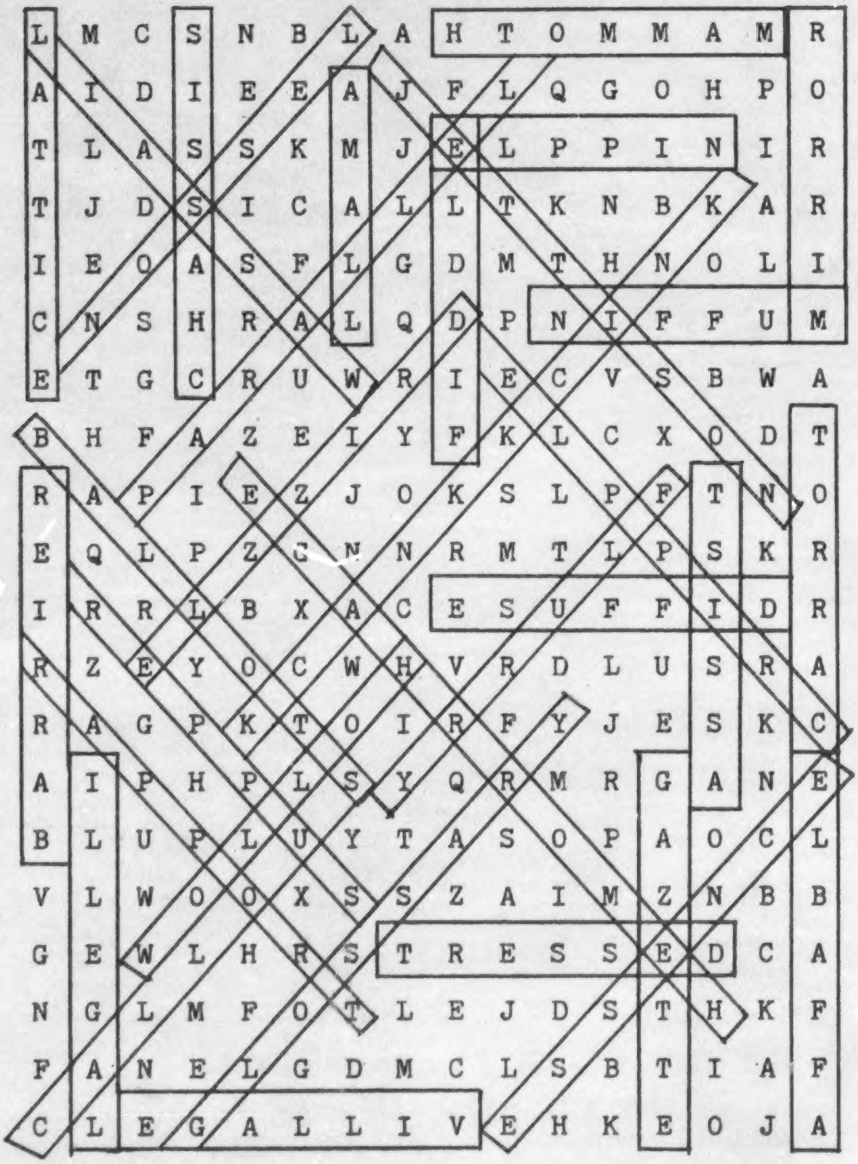
C L E G A L L I V E H K E O J A

Turn to the key to see how well you did.

LINE SEARCH PUZZLE KEY

The answer is wire C.

WORD SEARCH PUZZLE KEY



L	M	C	S	N	B	L	A	H	T	O	M	M	A	M	R
A	I	D	I	E	E	A	J	F	L	Q	G	O	H	P	O
T	L	A	S	S	K	M	J	E	L	P	P	I	N	I	R
T	J	D	S	I	C	A	L	L	T	K	N	B	K	A	R
I	E	O	A	S	F	L	G	D	M	T	H	N	O	L	I
C	N	S	H	R	A	L	Q	D	P	N	I	F	F	U	M
E	T	G	C	R	U	W	R	I	E	C	V	S	B	W	A
B	H	F	A	Z	E	I	Y	F	K	L	C	X	O	D	T
R	A	P	I	E	Z	J	O	K	S	L	P	F	T	N	O
E	Q	L	P	Z	G	N	N	R	M	T	L	P	S	K	R
I	R	R	L	B	X	A	C	E	S	U	F	F	I	D	R
R	Z	E	Y	O	C	W	H	V	R	D	L	U	S	R	A
R	A	G	P	K	T	O	I	R	F	Y	J	E	S	K	C
A	I	P	H	P	L	S	Y	Q	R	M	R	G	A	N	E
B	L	U	P	L	U	Y	T	A	S	O	P	A	O	C	L
V	L	W	O	O	X	S	S	Z	A	I	M	Z	N	B	B
G	E	W	L	H	R	S	T	R	E	S	S	E	D	C	A
N	G	L	M	F	O	T	L	E	J	D	S	T	H	K	F
F	A	N	E	L	G	D	M	C	L	S	B	T	I	A	F
C	L	E	G	A	L	L	I	V	E	H	K	E	O	J	A

Name ______________________________

Occupational Cluster Communications and Media - Frame Wirer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing the line search puzzle					
Learning about the job of frame wirer					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Line Installer & Repairer DOT CODE: 822.381-014

DUTIES: The line installer and repairer installs and repairs telephone and telegraph lines, poles, and related equipment, according to diagrams, and using electricians' handtools. S/he digs holes, using power auger or shovel, hoists poles upright in holes, using cement, earth, and tamping device. A line installer ascends poles or enters tunnels and sewers to cut in feeder lines, attach appliances, such as terminal boxes and repeaters, and repair or replace defective lines and auxiliary equipment. S/he unreels and strings lines from pole to pole and from pole to building, installs hardware, such as conduits and insulators, and attaches appliances on lines; also pulls lines through ducts by hand or with use of winch.

WHERE EMPLOYED: Telephone or electric companies employ the line installer and repairer.

EMPLOYMENT OUTLOOK: Little or no change is expected in the number of line installers because of the increasing use of mechanical improvements, such as plows that dig a trench, lay cable, and cover it in a single operation. These devices have eliminated much of the heavier physical work of the linecrews and have caused reductions in crew size. Also, satellites are expected to carry an increasing volume of telephone traffic, thus slightly reducing the emphasis on cable installation. On the other hand, some employment opportunities for line installers may be created by the need to modernize old cables or replace them with new, waterproof ones. In addition, some job openings will occur as experienced line installers retire, die, or transfer to other occupations.

EDUCATION AND TRAINING:

Telephone companies have training programs for line installers that include classroom instruction as well as on-the-job training. After a short period of classroom training, some trainees are assigned to a crew to work with experienced line installers.

Line installers continue to receive training throughout their careers, to qualify for more difficult assignments and to keep up with technological changes. Due to the strenuous nature of the job, some line installers find it necessary to transfer to other occupations as they advance in age. Those having the necessary qualifications find advancement opportunities in the telephone industry.

SPECIAL QUALIFICATIONS:

Telephone companies hire inexperienced workers to train for jobs as line installers. Knowledge of the basic principles of electricity and training in installing telephone systems with the Armed Forces are helpful. Physical examinations usually are given to prospective employees, since line and cable work is strenuous, requiring workers to climb poles and lift heavy cables and equipment. The ability to distinguish colors is necessary because wires usually are coded by color.

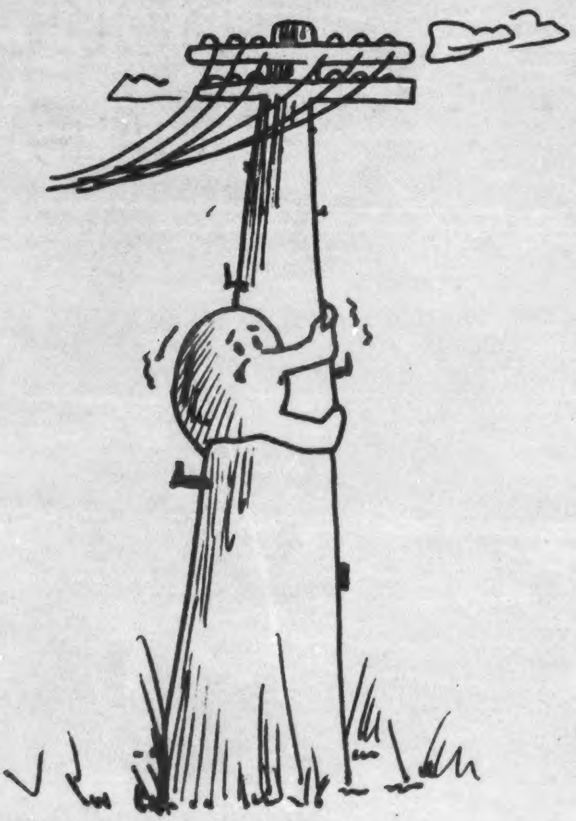
EARNINGS AND ADDITIONAL BENEFITS:

Pay rates for line installers depend to a large extent upon length of service and geographic location. Wage rates of line installers average $12,000 - 15,000 per year.

Line installers are covered by contract provisions governing overtime pay, vacations, holidays, and other benefits that apply to telephone workers generally.

WORKING CONDITIONS/ LIFESTYLE:

Line installers usually work outdoors. When severe weather damages telephone lines, line installers may be called upon to work long and irregular hours to restore service. They must do a lot of climbing and lifting, and often work in stooped and cramped positions. They face certain hazards, such as falls and electric shocks, but these have been greatly reduced by safety standards developed over the years by telephone companies.



BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Line Installer	822.381-014
Cable Splicer	829.361-010
Central Office Repairer	822.281-014

OCCUPATIONAL TASK: Exploring the job of line installer-repairer

OCCUPATIONAL COMPETENCY: Learning the responsibilities and special equipment of a line installer

RESOURCES and/or MATERIALS

1. Worksheet A
2. Student Evaluation Sheet

Extended learning: Guest Speaker - Phone Company

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the responsibilities of a line installer.
2. List special equipment used to perform the duties of the line installer.

LEARNING ACTIVITIES

1. Using the Career Information Sheet, answer the questions on Worksheet A.
2. List at least 10 pieces of special equipment used by a line installer-repairer.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheet A.
2. Listing and/or identifying special equipment.
3. Completing Student Attitude Sheet.

TELEPHONE
DIRECTORY

WORKSHEET A

1. List 4 duties of a line installer.
2. Who employs line installers?
3. What kind of change in employment is expected to occur?
4. How do telephone companies train line installers?
5. List 3 reasons for some job openings for line installers.
6. Why is the ability to identify colors important?
7. Where do line installers work?
8. What are some of the hazards line installers face?
9. What other type of training do line installers need?
10. List some specialized jobs of line installers.
11. Is there room for advancement in line installing?
12. Do telephone companies hire inexperienced workers to train as line installers?
13. What are the factors involved in the amount of payment received?
14. Why is a physical examination usually required?
15. Why do line installers continue training throughout their career?

KEY

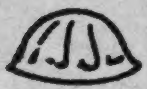
WORKSHEET A

1. Installs and repairs telephone and telegraph lines
   Digs holes
   Ascends poles or enters tunnels and sewers
   Pulls lines through ducts by hand
2. Telephone or electric companies
3. Little or no
4. They have training progams which include classroom instruction.
5. When line installers retire, die, or transfer to other occupations.
6. Because wires usually are coded by color
7. They work mostly outside
8. Falls and electric shocks
9. On the job
10. Toll-line repairer, line maintainer
11. Yes
12. Yes
13. Length of service and geographic location
14. Because line and cable work is strenous
15. To help in job advancement

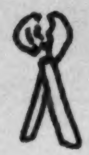
KEY

Special Equipment Used By Line Installer

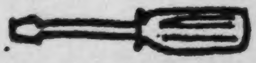
1. HARDHAT



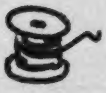
2. PLIERS



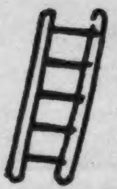
3. SCREWDRIVER



4. WIRE



5. LADDER



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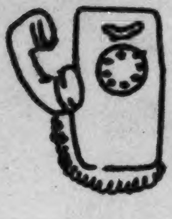

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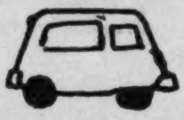

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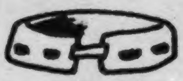

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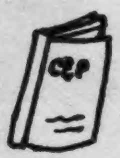

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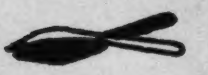
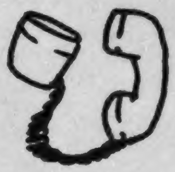
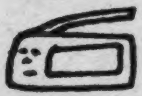


11. TESTER PHONE



12. STAPLE GUN



ANSWERS MAY VARY

Name ____________________

Occupational Cluster Communications and Media - Line Installer & Repairer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Working outside					
Working with small tools					
Working alone					
Trouble shooting					
Wiring telephones					
Installing					
Meeting people in their home					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION

JOB TITLE: Supervisor of Communications

DOT CODE: 184.167-230

DUTIES:

Supervisors of communications direct and coordinate activities concerned with purchasing, installing, and repairing equipment in private communications systems. Too, they conduct studies to determine the effectiveness of existing systems and to appraise new developments in communications systems.

WHERE EMPLOYED:

A supervisor of communications may find work in a commercial, financial, or industrial company; or they may work for a transportation firm, a public utility, or the United States Government.

Although workers may find jobs in all parts of the country, most are located in large cities.

EMPLOYMENT OUTLOOK:

The number of communications supervisors is expected to increase less rapidly than the average for other industries in the next few years. This may be due to technological innovations which have decreased the number of workers needed for certain jobs; consequently, a decrease has resulted with respect to the number of supervisors needed.

Due to the increased demand for communications services, the demand for workers continues to grow but less rapidly than in other industries.

EDUCATION AND TRAINING:

Two to four years of schooling beyond a high school education is desired. Emphasis should be given to training in human relations and research techniques.

Employees who have a background in engineering may advance to top management and administrative positions.

SPECIAL QUALIFICATIONS:	Since supervisors work with people, the ability to get along with people is extremely important. Too, the communications supervisor should be willing to research and keep up to date on innovations in the industry.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings are above the average salary paid to workers in most other industries. Supervisory personnel make substantially more money than do non-supervisory workers.
WORKING CONDITIONS/ LIFESTYLE:	The work area is usually quite comfortable as most supervisors have their own office. They normally work from 35 to 40 hours a week.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Supervisor of Communications	184.167-230
Communications Equipment Supervisor	722.131-010
Installation Supervisor	822.131-014
Central-Office Supervisor	822.131-010

OCCUPATIONAL TASK: Exploring the duties of a Supervisor of Communications

OCCUPATIONAL COMPETENCY: Demonstrating a knowledge of supervisory functions

RESOURCES and/or MATERIALS

1. Worksheet A - Self-Appraisal
2. Worksheet B

LEARNING OBJECTIVES

After completing the activities contained in this packet, you should be able to:

1. Identify some qualities of a good supervisor.
2. Understand the duties performed by supervisors.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet with your teacher.
2. Do the Self-Appraisal on Worksheet A.

3. Do the Word Scramble on Worksheet B.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in the class discussion.
2. Completing Worksheets A and B.
3. Completing the Student Attitude Sheet.

WORKSHEET A

Self-Appraisal

The following is a list of important qualifications for supervisors. Rate yourself by circling the number which best describes the way you feel about yourself.

	Low	Low Average	High Average	High
Organizer	1	2	3	4
Leader	1	2	3	4
Enthusiastic	1	2	3	4
Impartial	1	2	3	4
Firm	1	2	3	4
Thoughtful	1	2	3	4
Flexible	1	2	3	4
Attractive	1	2	3	4
Pleasant	1	2	3	4
Loyal	1	2	3	4
Tolerant	1	2	3	4
Cooperative	1	2	3	4

WORKSHEET B

Unscramble the following words to discover some of the duties of communications supervisors:

neroagzi ______________

doorcenita ______________

churpsae ______________

cirdet ______________

hearcser ______________

agamen ______________

alpn ______________

pomcear ______________

Unscramble the underlined letters to discover the secret word _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.

KEY

WORKSHEET B

organize

coordinate

purchase

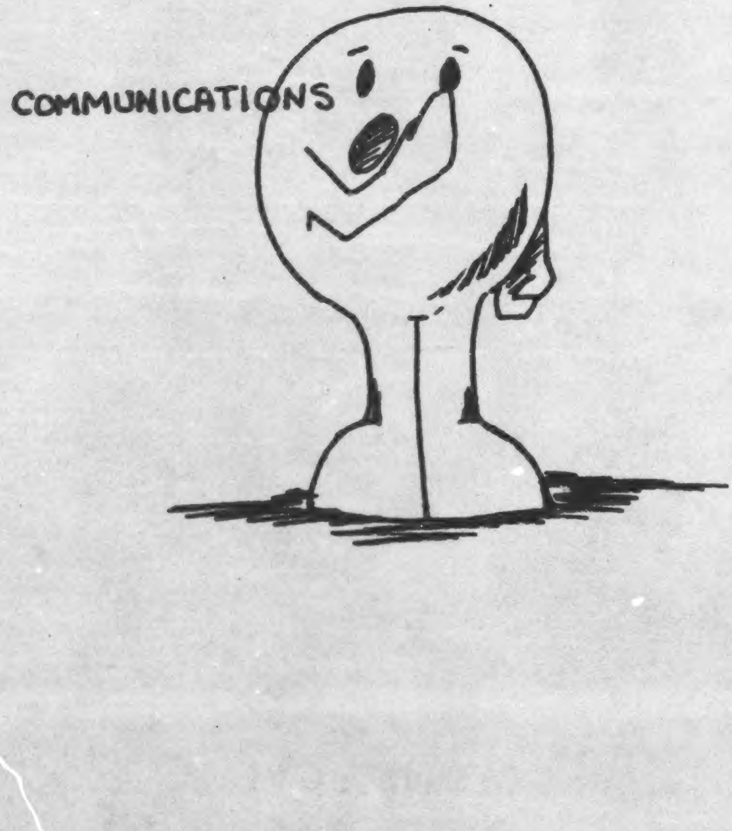
direct

research

manage

plan

compare


COMMUNICATIONS

Name ______________________________

Occupational Cluster Communications and Media - Supervisor of Communications

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing the self-appraisal with respect to supervisory positions					
Unscrambling words to discover duties of communications supervisors					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Telephone Operator **DOT CODE:** 235.137-010

DUTIES:

A telephone operator processes calls for customers who place collect, credit card, overseas, conference, person-to-person, or other types of local or long-distance calls requiring operator assistance. Operators who work in a telephone company are probably the most familiar.

The duties include taking various kinds of information from customers; using a keyboard to enter information and to process calls; recording billing information accurately; talking with customers or the parties they are calling, and asking questions to get information needed.

WHERE EMPLOYED:

More than half of all operators are employed as PBX (Private Branch Exchange) operators in manufacturing plants, hospitals, department stores, and businesses. The remainder work for telephone companies.

EMPLOYMENT OUTLOOK:

Employment for telephone company operators is expected to decline more than employment of PBX operators. More telephone companies are installing electronic switching systems in their central offices, and this will tend to limit the availability of new openings. However, because of the large numbers of workers employed and the high turnover rate, thousands of operators will be needed each year to replace those who retire, are promoted, or who leave for other reasons.

EDUCATION AND TRAINING:

Most employers prefer applicants to have a high school diploma. While in high school, courses in English, speech, typing, and business math are recommended. Students might consider a distributive education program which would combine classroom instruction and supervised work as a telephone operator.

Most operators receive on-the-job training to become familiar with equipment, records, and work activities. After about 1 to 3 weeks of instruction, they are assigned regular operator jobs and acquire additional skills while working under close supervision.

SPECIAL QUALIFICATIONS:

A telephone operator must be a good listener and remember what the customer says; speak clearly and understandably; have patience when dealing with a variety of customers who may be friendly, confused, irritated, irate, or just plain rushed--no matter how s/he is feeling that day; be able to concentrate because many operators perform many tasks at the same time.

In order to complete customer requests effectively, an operator should have good reading skills; be able to make simple mathematical calculations; have the ability to use a console keyboard; and possess good spelling skills, as well as the ability to locate items in alphabetized lists rapidly.

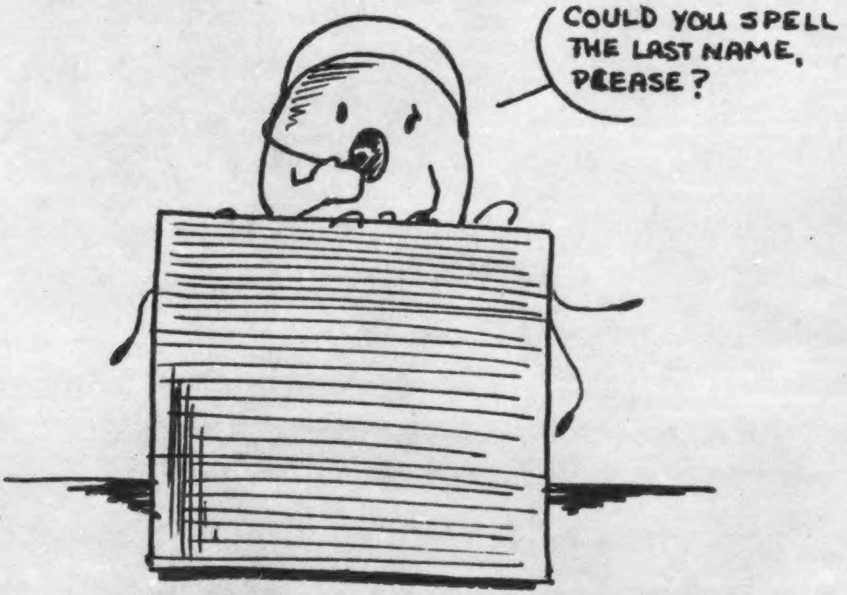
EARNINGS AND ADDITIONAL BENEFITS:

Earnings of telephone operators vary with experience, skill, and the size and geographical location of the employing organization. Operators in supervisory and instructor positions receive higher salaries. Contracts between unions and telephone companies generally provide for periodic pay increases and extra pay for evenings, Sundays, and holidays.

Most operators receive fringe benefits such as vacations with pay, holidays, sick leave, hospitalization, insurance coverage, and some type of retirement plan.

WORKING CONDITIONS/ LIFESTYLES:

Work surroundings are generally clean, comfortable, well-lighted, and air-conditioned. Most operators must sit at switchboards or consoles for the greater part of the workday. Operators work a 35-40 hour week. Many operators work evening, night, or split shifts, and all are required to work some weekends and holidays. Overtime is occasionally required.


COULD YOU SPELL THE LAST NAME, PLEASE?

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Telephone Operator	235.137-010
Directory-Assistance Operator	235.662-018
Private-Branch-Exchange Service Advisor	235.222-010
Central-Office Operator	235.462-010

OCCUPATIONAL TASK: Exploring the job of a telephone operator

OCCUPATIONAL COMPETENCY: Determining the cost of telephone calls and surveying interest in the job of a telephone operator

RESOURCES and/or MATERIALS

1. Self-Inventory Worksheet A
2. Figuring Long-Distance Calls Worksheet B
3. Instruction Sheet for Determining the Cost of Long-Distance Calls
4. Long-Distance Charges Chart
5. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a telephone operator.
2. Determine if you are interested in becoming a telephone operator.

3. Determine the cost of long-distance telephone calls using the Long-Distance Charges Sheet.

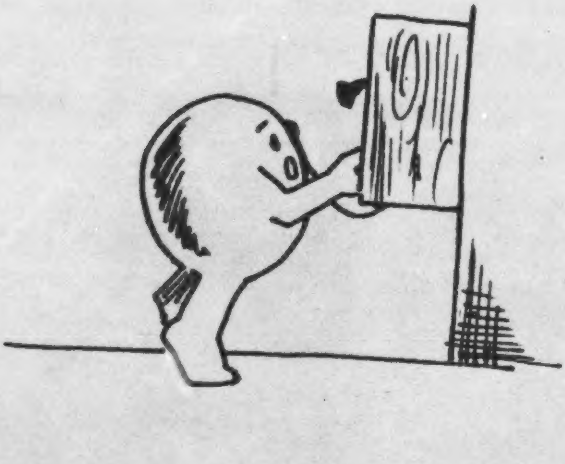
LEARNING ACTIVITIES

1. Read the Career Information Sheet for a telephone operator.
2. Complete the Self Inventory on Worksheet A to help you determine your interest in this type of work.
3. Read the Instruction Sheet on Determining the Cost of Long-Distance Calls.
4. Using the Long-Distance Charges Sheet, complete Worksheet B on Determining the Cost of Long-Distance Calls.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheets A and B and submitting them to your teacher.
2. Completing and submitting the Student Attitude Sheet to your teacher.



WORKSHEET A

Telephone Operator Self Inventory

Evaluate your interest in the job of a telephone operator by circling Yes, No, or NI (Needs Improvement).

		YES	NO	NEEDS IMPROVEMENT
1.	Since a telephone operator must sit at consoles for long periods of time, would you feel confined?	YES	NO	NI
2.	Would you feel at ease being closely supervised?	YES	NO	NI
3.	Could you respond courteously to any type of request?	YES	NO	NI
4.	Could you deal effectively with all types of customers--whether they're friendly or not?	YES	NO	NI
5.	Would you be willing to work on some weekends and holidays?	YES	NO	NI
6.	Can you communicate effectively through good English usage?	YES	NO	NI
7.	Do you have a pleasant speaking voice?	YES	NO	NI
8.	Do you have a good memory?	YES	NO	NI
9.	Do you have the ability to perform simple math calculations?	YES	NO	NI
10.	Is your handwriting legible?	YES	NO	NI
11.	Are you a good speller?	YES	NO	NI
12.	Do you have good health, eyesight, and hearing?	YES	NO	NI
13.	Do you have good concentration since you will have to talk with customers and understand their requests while performing other tasks necessary to complete each call?	YES	NO	NI
14.	Can you enter information on a keyboard quickly and accurately?	YES	NO	NI
15.	Since most calls are routine, can you deal with work that is repetitive?	YES	NO	NI

INSTRUCTIONS FOR DETERMINING THE COST OF LONG-DISTANCE CALLS

The Long-Distance Charge Chart shows how to figure the cost of a long-distance call. The cost of a long-distance call is determined by:

A. The distance of the call
B. The time of day
C. The day of the week
D. The number of minutes of the call
E. The kind of call made (Dial-Direct or Operator-Assisted)

The left column shows the city and the mileage of the calls that Peep made. The distance was computed from Peep's home town in West Virginia.

The chart is divided into 3 sections. Dial-direct calls are made without operator assistance. Operator-assisted calls are dialed by an operator. The additional minutes section shows the charge for additional minutes which apply to both dial-direct and operator-assisted calls. All dial-direct calls are based on the first minute only. All operator-assisted calls are based on the first three minutes.

The Dial-Direct section is divided into 3 rates.

A. Weekday Rates - 8 a.m. to 5 p.m. Monday through Friday. These are FULL RATE charges.

B. Evening Rates - 5 p.m. to 11 p.m. Sunday through Friday. Calls placed during this time are 35% off the full rate charge.

C. Night & Weekend Rate - Calls placed during this time are 60% off the full rate charge. This is the least expensive time to call--between 11 p.m. and 8 a.m. every night and for calls made between 11 p.m. Friday night and 5 p.m. Sunday evening.

Operator-assisted calls are more expensive. There are two categories of operator-assisted calls.

A. Station-to-Station Rate - This call is the same rate regardless of the time or day the call is made.

B. Person-to-Person Rate - A call made to a specific person and the same rate applies regardless of the day or time of the call.

Instructions Continued

The Additional Minutes Charges are the same for all calls. They include the same discount applicable to the time period when the call was made.

Example of how to compute a call

If Peep called his sister in Stoney Gap, Ohio, on Friday evening at 8 p.m., dialed direct, and talked 5 minutes, his call would be computed as follows:

A. Find Stoney Gap, Ohio, on the list of cities. Decide whether the call is Dial-Direct or Operator-Assisted. (It is Dial-Direct).

B. Decide whether the call is weekday, evening, or night & weekend. (The evening rate applies).

C. Look under the evening rate column across from Stoney Gap to find out how much the first minute costs. (The first minute is $.30).

D. Look under the Additional Minutes column in the Evening Rate section to find out how much the other 4 minutes will cost. (Each additional minute is $.21).

$.21 (each additional minute for evenings)
x 4 (four additional minutes)

$.84 (cost for four additional minutes)

E. Add the first minute charge and the additional-minutes charge to find the cost of the call.

$.30 (first minute)
+.84 (additional 4 minutes)

$1.14 Total

The cost of Peep's call would be $1.14.

WORKSHEET B

Figuring Long-Distance Calls

Peep made the following long-distance calls last month. Use the Long-Distance Charges Chart to find out the cost of each call. Before you begin, study the Chart and the Chart Directions.

Write the cost of each call in the blank provided for each telephone call.

1. Peep called a friend who had moved to Sandy Hills, Texas. The call was dialed direct on Sunday afternoon at 3 p.m. and lasted for 5 minutes.

   ____

2. Peep called the Long Yardage Football Company in Lake Rock, Nevada, to order footballs for the school. The call was made on Wednesday morning at 9 and he obtained the operator's help in placing the station-to-station call. Peep talked 6 minutes.

   ____

3. Peep called a favorite aunt in Stoney Gap, Ohio. Peep knew the aunt was an early riser--so the call was made at 7 in the morning. Peep dialed direct and talked for 3 minutes.

   ____

4. Peep called The Athletic Place in Orangeville, California, to inquire about a summer job. Peep called at 3 p.m. on Monday person-to-person to Mr. James Stump. Peep talked for 10 minutes.

   ____

5. Peep called a cousin, Sidney, who lives in Grannyville, South Carolina. Sidney is a "brain" in math, and Peep needed help with some math homework. The call was made on Saturday at 7 p.m. and dialed direct and lasted for 7 minutes.

   ____

WORKSHEET B

Continued

6. Peep is planning a vacation this summer. A telephone call has been made to a resort in Seaside, Florida, to ask about facilities and rates. Peep called at 9 p.m. on Sunday and talked for 3 minutes. The operator helped Peep place the station-to-station call.

____

7. Peep's brother was in Sunnyside, Pennsylvania, on business. Peep called a brother on Wednesday night at 9 p.m. person-to-person and talked for 9 minutes.

____

8. Peep called the You Ride It Motorcycle Company in Meadowville, Kansas, to get information about gas mileage. Peep dialed direct on Thursday morning at 11 a.m. and spoke for one minute.

____

9. Peep called a magazine company in New Place, Virginia, to find out why the last 2 issues of Rock Journal had not been received. Peep made the call at 1 p.m. on Monday afternoon, dialed direct, and talked for 4 minutes.

____

10. Peep heard about a hot dog eating contest in Fun City, North Dakota. Peep was interested in entering the contest. He called at 10 on Tuesday morning and was on the phone 5 minutes. He dialed direct.

____

LONG DISTANCE CHARGES

DIAL DIRECT CALLS
(No Operator Assistance)

LOCATION AND MILEAGE	WEEKDAY RATE 8a.m.-5p.m. Mon - Fri 1st Min Only	EVENING RATE 35% Discount 5p.m.-11p.m. Sun - Fri 1st Min Only	NIGHT & WEEKEND 60% Discount 11p.m.-8a.m. Every Day 11p.m. Fri - 5p.m. Sun 1st Min Only
Stoney Gap, OH 190 miles	.46	.30	.18
New Place, VA 290 miles	.48	.31	.19
Sunnyside, PA 430 miles	.50	.33	.20
Grannyville, SC 570 miles	.53	.34	.21
Seaside, FL 750 miles	.53	.34	.21
Meadowville, KS 920 miles	.55	.36	.22
Fun City, ND 1,310 miles	.55	.36	.22
Sandy Hills, TX 1,910 miles	.55	.36	.22
Lake Rock, NV 2,400 miles	.57	.37	.23
Orangeville, CA 3,000 miles	.57	.37	.23

LONG DISTANCE CHARGES

OPERATOR-ASSISTED CALLS

LOCATION AND MILEAGE	STATION-TO-STATION All hours every day 1st 3 minutes	PERSON TO PERSON All hours every day 1st 3 minutes
Stoney Gap, OH 190 miles	1.95	3.00
New Place, VA 290 miles	2.05	3.10
Sunnyside, PA 430 miles	2.10	3.20
Grannyville, SC 570 miles	2.15	3.30
Seaside, FL 750 miles	2.15	3.30
Meadowville, KS 920 miles	2.25	3.45
Fun City, ND 1,310 miles	2.25	3.45
Sandy Hills, TX 1,910 miles	2.25	3.45
Lake Rock, NV 2,400 miles	2.35	3.75
Orangeville, CA 3,000 miles	2.35	3.75

LONG DISTANCE CHARGES

ADDITIONAL MINUTES
(Both Dial Direct and
Operator-Assisted Calls)

LOCATION AND MILEAGE	WEEKDAY RATE 8a.m.-5p.m. Mon - Fri	EVENING RATE 5p.m.-11p.m. Sun - Fri	NIGHT & WEEKEND 11p.m.-8a.m. Every Night 11p.m. Fri - 5p.m. Sun
Stoney Gap, OH 190 miles	.32	.21	.13
New Place, VA 290 miles	.34	.22	.14
Sunnyside PA 430 miles	.36	.23	.14
Grannyville, SC 570 miles	.36	.23	.14
Seaside, FL 750 miles	.36	.23	.14
Meadowville, KS 920 miles	.38	.25	.15
Fun City ND 1,310 miles	.38	.25	.15
Sandy Hills, TX 1,910 miles	.38	.25	.15
Lake Rock, NV 2,400 miles	.42	.27	.17
Orangeville, CA 3,000 miles	.42	.27	.17

KEY

Worksheet B

1. $ .22 (1st minute)
+ .60 (.15 x 4 = .60)

$ .82

2. $2.35 (1st 3 minutes)
+1.26 (.42 x 3 = $1.26)

$3.61

3. $ .18 (1st minute)
+ .26 (.13 x 2 = .26)

$ .44

4. $3.75 (1st 3 minutes)
+2.94 (.42 x 7 = $2.94)

$6.69

5. $ .21 (1st minute)
+ .84 (.14 x 6)

$1.05

6. $2.15 (1st 3 minutes)

7. $3.20 (1st 3 minutes)
+1.38 (.23 x 6 = $1.38)

$4.58

8. $ .55 (1st minute)

9. $ .48 (1st minute)
+1.02 (.34 x 3)

$1.50

10. $ .55 (1st minute)
+1.52 (.38 x 4 = $1.52)

$2.07

Name ______________________________

Occupational Cluster Communications and Media - Telephone Operator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing the Self-Inventory Sheet					
Reading the Career Information Sheet					
Figuring the cost of long-distance calls					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION

JOB TITLE: Traffic Manager DOT CODE: 184.167-106

DUTIES: A traffic manager directs and coordinates telephone traffic activities within specific geographical areas; is responsible for activities, such as customer service, traffic measurements and operations, and traffic studies: s/he directs preparation of budgets and assignment of personnel to meet traffic-volume requirements. The traffic manager participates in public relations activities with customer representatives and as part of a company's public relations program. S/he consults representatives of connecting telephone companies to resolve service problems.

WHERE EMPLOYED: Almost all traffic managers are employed by telephone companies.

EMPLOYMENT OUTLOOK: Employment of traffic managers is expected to decline slightly through the 1980's. Nevertheless, thousands of full-time and part-time workers may be hired each year to replace experienced operators who die, retire, or stop working for other reasons. Many other openings will result from the need to replace traffic managers who advance to other occupations.

EDUCATION AND TRAINING: Many telephone companies and business firms require applicants to pass a physical examination. They may be trained on the job. No special education is required.

SPECIAL QUALIFICATIONS: The applicant should have a good speaking voice, have the ability to get along well with others, and acquire the ability to make sound decisions quickly.

EARNINGS:	Traffic managers in training average $8,000-$12,000 per year. Supervisory personnel and chief traffic managers' salaries range from $15,000 to $25,000 depending on experience and the number of years employed.
WORKING CONDITIONS:	Traffic managers usually work in pleasant, well-lighted, and air-conditioned surroundings. The job requires little physical exertion, although traffic may be heavy at times and they may be required to remain seated for long periods of time.

PEEP
TRAFFIC MANAGER

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES:

Traffic Manager	184.167-098
Telephone Operator	235.662-022
Directory Assistant Operator	235.662-018
Central Office Repairer	822.281-014

OCCUPATIONAL TASK: Exploring the job of traffic manager

OCCUPATIONAL COMPETENCY: Learning the types of jobs performed by a traffic manager in the telephone office

RESOURCES and/or MATERIALS

Career Information Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of a traffic manager.
2. Decide how to deal with daily problems encountered by a traffic manager.
3. Determine whether you would like this type of job.

LEARNING ACTIVITIES

Let students divide into groups to write and execute role plays for one of the following:

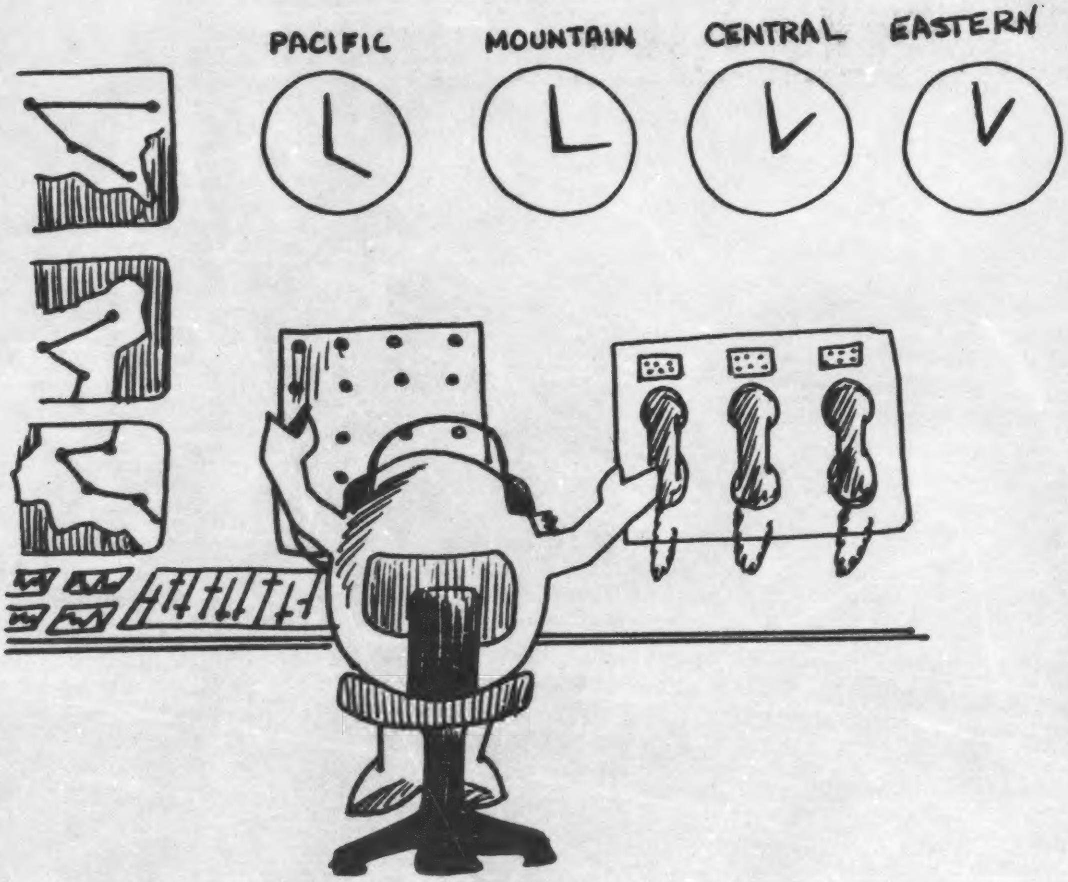
1. Notify telephone company maintenance department of switchboard difficulty.
2. Prepare work schedule for operator.

3. Handle a customer complaint on:
    A. service interruption
    B. errors in telephone statement
    C. party line abuse
4. Interview a prospective employee.
5. Prepare a brief speech for a public relations service.
6. Draw maps of a specific area (WV, VA, KY, Ohio) with major cities that phone calls could be routed through. Manager tells operator where to route congested calling areas.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Development of role play dialogue.
2. Participation in the role plays.



CAREER INFORMATION

JOB TITLE: Tree Trimmer (light, heat, and power, telephone and telegraph) **DOT CODE:** 408.664-010

DUTIES: A tree trimmer trims trees to clear the right of way for communications lines and electric power lines to minimize storm and short-circuit hazards. Trimmers climb trees to reach branches interfering with wires and transmission towers and use climbing equipment. Once there, s/he prunes the tree tops using saws and pruning shears then repairs trees damaged by storm or lightening by trimming jagged stumps and painting them to prevent bleeding of sap. S/he removes broken limbs from wires using hooked extension poles, fells trees interfering with power service using a chainsaw or portable trimmer powersaw. S/he may work from the bucket of extended truck boom to help reach the damaged limbs.

WHERE EMPLOYED: Tree trimmers are employed all over the nation. There is a greater need for trimmers in heavily forested areas where the population is great or the lines are spread out over many miles.

EMPLOYMENT OUTLOOK: As the communication systems of the United States continue to grow, there may be a greater demand for people who are willing to do this type of work.

EDUCATION AND TRAINING: Most companies prefer their workers to have a high school education. Prior training is not necessary. Most companies train employees when they are hired or when their duties change.

SPECIAL QUALIFICATIONS:

A person who tries to find work as a tree trimmer must be in good physical condition and have a good attendance record. S/he must be willing to go to work when called out under special circumstances no matter what the hour or the weather might be.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings depend on a person's training, experience, location, and characteristics of the community. Wages are highest in the Pacific and Mid-Atlantic States and lowest in the Southeast. Extra pay may be received for work completed beyond the normal six-eight hour day five days a week and for all Sundays and holidays. Most companies also pay extra for night shift workers. Workers may expect annual vacations and some special holidays a year. Fringe benefits may include group insurance for sickness, accidents, death benefits, retirement, and/or disability pensions.

WORKING CONDITIONS/ LIFESTYLE:

Working conditions will depend on the weather and topography of the area. Power outages occur more frequently during severe weather than at any other time. A worker in this field may expect to be called out during thunder or snowstorms. Being called out in all kinds of weather at any hour of the night could disturb a family life.

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILY: Telephone and Telegraph

REPRESENTATIVE JOB TITLES: Tree Trimmer 408.664-010
Tree Trimmer Helper 408.667-010

OCCUPATIONAL TASK: Exploring a tree trimmer's job

OCCUPATIONAL COMPETENCY: Making decisions during emergencies

RESOURCES and/or MATERIALS

1. Pencils or pens
2. Notebook paper

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify the duties of people who work as tree trimmers and repairmen.
2. Evaluate yourself as possible tree trimmers.
3. Determine whether or not you would like this type of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for a tree trimmer.
2. Discuss the attitude of the general population towards maintenance workers. Discuss the population's attitude towards patience when service is interrupted.
3. Complete the Self-Evaluation on Worksheet A to help you to determine your interest in this type of work.
4. Complete Worksheet B to help you understand the decisions that must be made before doing work like this.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading and discussing the Career Information Sheet.
2. Completing the Self-Evaluation on Worksheet A.
3. Completing the Worksheet B.

WORKSHEET A

Self-Evaluation

Check the one that best describes your feelings.
Can I:

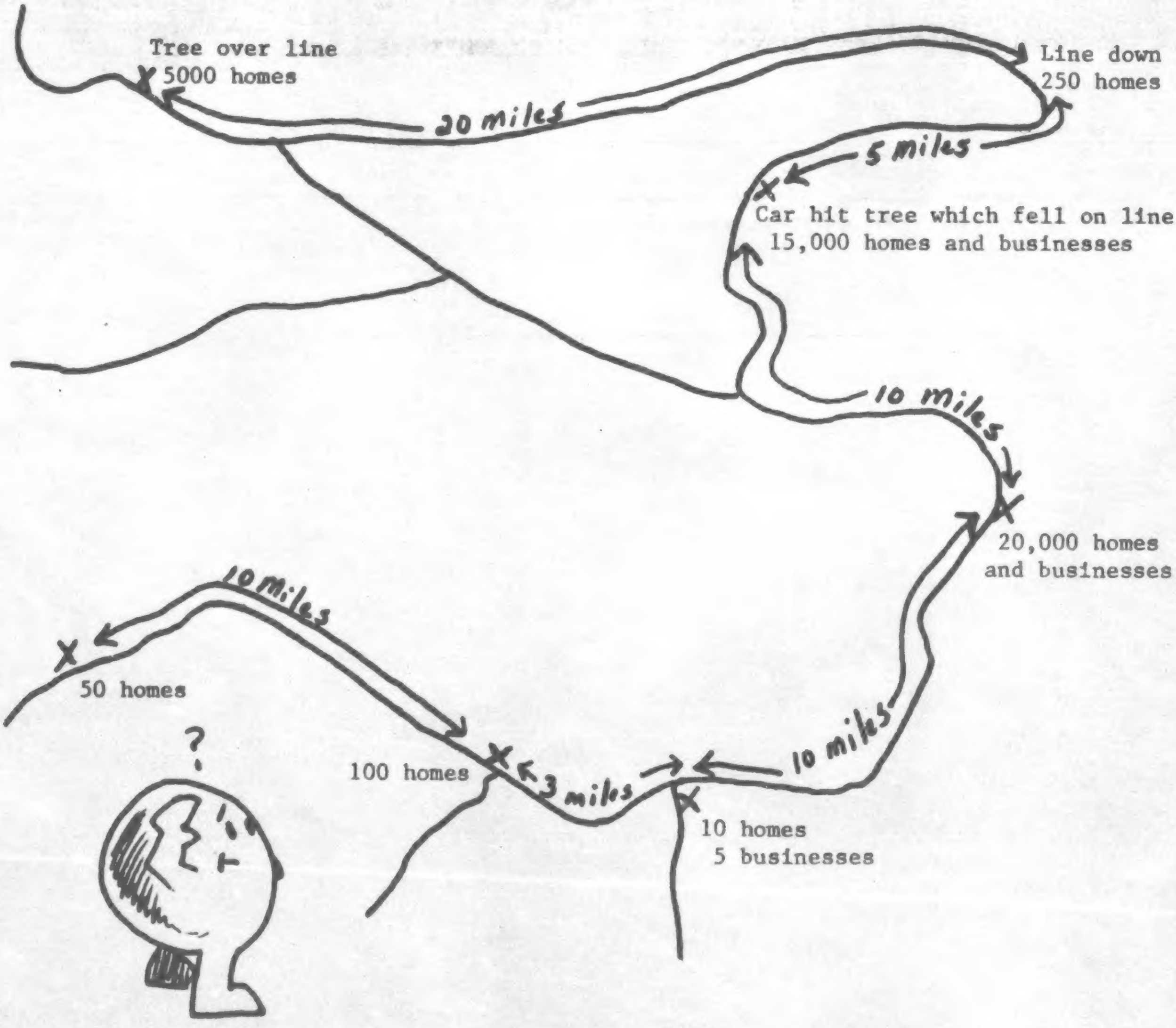
	Yes	No
1. Use an ax or chainsaw to clear a path for trees to be felled?	___	___
2. Work outside for long periods of time in all kinds of weather performing tasks that require physical strength and endurance?	___	___
3. Follow instructions exactly?	___	___
4. Adjust to doing the same kind of work all day long? Can I accept doing this everyday?	___	___
5. Work quickly and skillfully with my hands?	___	___
6. Prepare myself to go out in all kinds of weather no matter what the hour?	___	___
7. Take and follow explicit directions without resentment?	___	___
8. Learn how to use complicated cutting instruments and use them safely?	___	___
9. Work in high places?	___	___
10. Work from a truck boom without being nervous?	___	___

WORKSHEET B

You are in charge of two crews of tree trimmers for the BBB Telephone Company. Each crew consists of four men and two trucks. One crew is used for trimming trees and one for repairing lines where needed.

A severe thunderstorm with strong winds, lightening, and golf-ball-sized hail has just struck your city. There are numberous reports of lines being down after having been hit by trees or lightening. Each caller insists his area is in desperate need of immediate phone service.

Decide where you should send each crew and in what order they should repair the damage.


Tree over line
5000 homes
20 miles
Line down
250 homes
5 miles
Car hit tree which fell on line
15,000 homes and businesses
10 miles
20,000 homes
and businesses
10 miles
50 homes
?
100 homes
3 miles
10 miles
10 homes
5 businesses

BUSINESS AND OFFICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Communications and Media

OCCUPATIONAL FAMILIES:

and

REPRESENTATIVE JOB TITLES:

A. Publishing
   1. Reporter
   2. Layout Artist

B. Telephone and Telegraph
   1. Cable Splicer
   2. Telephone Operator

C. Radio and Television
   1. Announcer
   2. Producer

D. Audio-Visual
   1. Photo-journalist
   2. Sign Painter

OCCUPATIONAL TASK: Reviewing occupational titles

OCCUPATIONAL COMPETENCY: Identifying and researching communications and media occupational titles

RESOURCES and/or MATERIALS

1. Dictionary of Occupational Titles
2. Job titles on folded paper tabs to be drawn by students

(Instructor should select communications and media which can be successfully demonstrated by students during charades game)

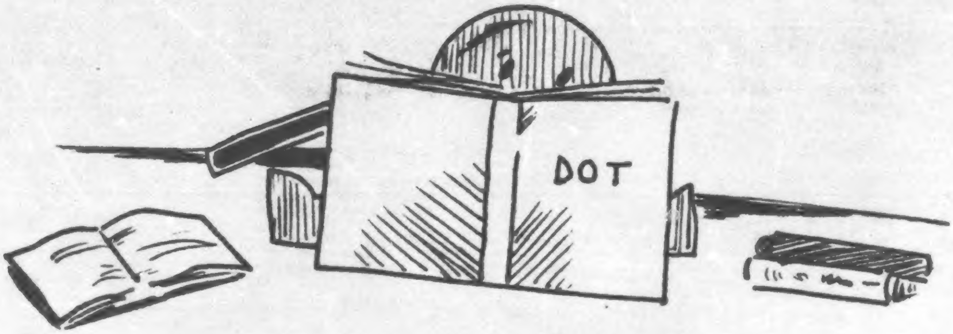
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Research an occupational title to discover information available.
2. Identify occupations that have been demonstrated through a charades game.
3. Determine if you may be interested in communications and media occupations.

LEARNING ACTIVITIES

1. Review communications and media occupational titles and determine the information that is important to recognize in studying careers.
2. Choose an occupational title related to communications and media and write a brief report revealing the duties of the occupation using the Dictionary of Occupational Titles.
3. After choosing an occupational title, act out that job through a charades game.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Submitting occupational title research to the teacher.
2. Participating in charades game.
3. Completing the Student Attitude Sheet.

Name ____________________

Occupational Cluster Communications and Media

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Researching occupational titles					
Participating in charades game					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________